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## EDUCATION IN CHANGING INDIA

By

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It rarely falls to the lot of an official to experience, except perhaps in the matter of office in a Club or similar institutions, the excitement of an election. Such an experience has been mine in connection with the office, which, by the suffrage of the constituencies of your association, I have been called upon to hold to-day. The great honour of being called upon to preside over the annual deliberations of so important a body as the South Indian Teachers is heightened by the fact that it is not due to a friendly gesture of an embarrassed Reception Committee, who are frequently forced to a sort of Dutch auction, and starting from the most eminent, and with the most easily available (cheers), of likely candidates for the chair. It is pleasant to feel I am here as the result of a deliberate choice by widely scattered constituencies, which have had before them a list of formidable, though involuntary, candidates. The non-personal aspect of the choice is also no less a matter for satisfaction. It is a welcome sign of the federal spirit of the times that a colleague from an Indian State should have been thus honoured, and an unmistakable proof that in the coming India there will be no barriers between the Provinces and the States (Applause).

### FORMAL EDUCATION

Now I propose to speak about education in changing India.

Education is a national enterprise, and educational organization is generally considered as one of the weapons by which society obtains continuity of tradition and culture. The day seems to be past, however, when formal education can be considered to be the whole of education, and Mr. Wells who seeks to put formal education in its proper place, makes the unkind remark that "people now-a-days have a habit of associating education with the class room, the professor, and the school master; but the professor and the school-master are no more inseparable from education than the galley-slave and the mule are inseparable from transport. They are just operators of one way of education. They are connected with education, but it is not an essential connection." He draws our attention to the fact with which we are all becoming familiar, that formal education is now-a-days supplemented, and even threatened with supplanting, by other powerful agencies of popular education,—the Press, the Radio, the Cinema and the Theatre. We of the profession, may

well admit, as we have been doing all these years, that education is by no means confined to the class room or to the specific years during which the process is avowedly carried on, and yet venture the claim that formal education has perhaps also its own place in social economy. It is my purpose to-day to attempt to survey Indian Education in this chastened mood. No attempt will be made to claim for our work any monopoly of the harvest or even that the harvest has been plentiful. Vast changes are in the course of occurrence in our country,—political, economic and social—and it is worth while making an attempt to view the system as a whole and considering if it can be regarded as making a useful contribution to the transformation, and if the game is worth the candle.

#### CHANGES vs. ECONOMY

It is no doubt a formidable and an ambitious attempt, but there is nothing novel in seeking to place Education on the scale of values and estimating its social significance. Educational systems all the world over are being weighed to-day not only in the academical, but also in the financial, balance, and found wanting. There is a change coming in Education, and we are entering upon a new age. Large changes are proposed both in the objectives of education as well as in its methods. New social and political problems have arisen, and education can no longer dwell in cloistered seclusion, but must come down from the mountain heights of academic isolation into the valleys of realities. The nature of the changes in the objectives and methods contemplated is indicated, among others, by comprehensive programme of the New Education Fellowship.

Unfortunately financial limitations block the path. The world-wide malady of unbalanced budgets has naturally reduced the funds that can be placed at the disposal of educational authorities, and drastic retrenchment is the order of the day. Lack of public funds makes economy inevitable, and "the greatest problem confronting the educators of to-day is to see that the childhood of this generation is not robbed of its right by lowering educational standards, reducing salary schedules and lessening the educational offering (Sutton)." As another writer has remarked, "We must invest in the intellectual and spiritual resources of youth. The children of this depression are not, by our neglect, to be the lost generation but ~~are~~ by our faith, to be the generation who will rebuild a fairer world (Grahami)." .

#### EDUCATION UNDER DISTRUST

This no doubt sounds well, but it has to be admitted that the world has become somewhat critical of expenditure on education, and this is perhaps not altogether an unmixed evil. Instead of being merely accepted, and receiving crumbs of support from the table of a prosperous Treasury we are forced to prove to a distressed world that expenditure on education is not a luxury to be safely indulged in during periods of prosperity, and to be reduced mercilessly when things go hard with public finance, but a vital necessity not only of civilized existence but even more a necessary support of the economic framework of society, whose maintenance in an unimpaired condition during these years of depression is vital, if a revival of prosperity is to take place. Our two masters, the bureaucracy in immediate control, and democracy ranging itself rapidly behind our immediate masters, have both to be convinced that expenditure on education is really an investment not only metaphorically, but as a matter of cold fact. As a writer has put it, "People have to be convinced that the basis of business is Education, the barometer of business is Culture, and the background of business is Knowledge." It is not enough to argue in a general way the causes for expenditure on education. Educationists have said that "education is the eternal debt of adulthood to youth (Fisher)," that "the purpose of education is giving the young people the fullest possible equipment of civilised ideas and civilised methods of thinking and behaviour (Judd)." It is also true that even practical men of affairs, like ex-President Hoover, have borne testimony to the value of education: "It is our biggest business. It is our only indispensable business. . . . If we were to suppress our educational system for a single generation, the equipment would decay and most of our people would die of stravation, and intellectually and spiritually we would slip back four thousand years in human progress." The case for national outlay on education has, however, to be less sentimental and more concrete. As has been said aptly, "In the long run, the test of any institution must be its usefulness as an instrument. If it claims to live a life of its own and to grow according to the laws of that life, it must be the more prepared to justify that claim by showing that its growth enables it to fulfil larger purposes in each generation than would be possible if it had been nicely adapted from the first as an instrument for a narrowly defined object. This is the challenge which the whole educational system has now to meet," and

in answer to the reluctance of educationists to face realistic criticism of this character, it is pointed out that "when we remember the amount of money from central and local funds expended upon public elementary education, we cannot deny the right of the taxpayer to enquire what he is receiving in return. It is useless for educationists to blind themselves to the fact that, generally speaking, the public elementary schools are not considered to be 'delivering the goods'." This is a sceptical age, and well-established social institutions like Capitalism, Parliamentary Government and the Family, to mention a few, are all under the fire of merciless criticism, and educational systems can hardly either expect or claim to be exempt. Misgivings as to their social utility and as to the appropriateness of their objectives have been expressed even by those of the household. The curricula, methods of instruction, and even the objectives are being examined with a critical eye by distinguished educationists all the world over, and it has been pointed out that "education involved in the problems of unprecedented expansion has had scant opportunities to re-examine its old objectives.... In the flood of money and students that have poured into educational institutions in the past thirty years the intellectual processes of administrators have been almost wholly directed to accommodating the students and spending the money. As long as both continued to roll in, we did not have to care very much what we did with them. Now that the flow of both is diminishing, we are wondering about our methods, our curriculum, our research work.... The consequence has been all kinds of experiments, findings and surveys. They have revealed principally how little we know about what we are doing." One audacious critic has even ventured to ask, "Is education worth saving?"

#### CAUSES OF DISTRUST—APPARENT AND REAL

It is not my purpose to examine the causes of these misgivings and doubts. It may be that they are only the expressions of the eternal dislike of the school master by the child, which is repressed during the years of education, and comes to the surface when the child has grown into a citizen and is in a position to "pay back." It is also possible these misgivings are an indication of weariness and disillusionment on the part of the public, as "new" method after "new" method has been announced, heralding the long-awaited revolution in teaching, only to recede after a short spell of notoriety into the background, duly labelled as an exaggeration or even a caricature of one of the several methods that

the great masters had indicated long before the modern innovators were born. Or, (uncomfortable thought!), is the educational organization a convenient but unnecessary interposition—convenient for its practitioners and unnecessary for its victims—between the individual and the real world, where alone real education is possible? Has not Mr. Wells been anticipated in his deprecation of formal education by one greater than he, the immortal Sam Weller, senior?

"Beg your pardon, Sir," said Sam Weller, senior, taking off his hat, "I hope you've no fault to find with Sammy, Sir?" "None whatever," said Mr. Pickwick. "Wery glad to hear it, Sir," said the old man; "I took a good deal o'pains with his eddication, Sir; let him run in the streets when he was wery young, and shift for his-self. It's the only way to make a boy sharp, Sir."

Again,

"I ought to ha' know'd better, I know," said Sam. "Ought to ha' know'd better!" repeated Mr. Weller, striking the table with his fist. "Ought to ha' know'd better! why, I know a young 'un as hasn't half nor quarter your eddication—as hasn't slept about the markets, no, not six months—who'd ha' scorned to be let in, in such a way; scorned it, Sammy."

It is not necessary to dig so deep into the foundations. Two factors which were in operation even before the war have come to be of immense importance after it, and it is because the educational world has not come to terms with them that much of the present maladjustment and discontent has arisen. One is that the full implications of mass education have been realized but recently. Educational opportunities were extended from the classes to the masses, but the need for diversity of courses to suit variations in individual capacities was not simultaneously realized, and the courses and the methods appropriate for the few were continued without a realization that radical changes were called for. Almost simultaneously, Industry has been undergoing great changes, and is no longer able to train recruits within its gates. A revolutionary recasting of the educational organization is called for, with a strong occasional basis at an appropriate stage in the general schools along with an adequate supply of vocational instruction as a follow-up. "The very existence of a nation and indeed, the preservation of Western civilization may well depend on the training of the individual to follow a vocation suited to his capacities and fitted to the new

conditions of society. That at least, is the feeling which is forcing the problem of technical education into the foreground of educational policy in every country (Lord Eustace Percy)."

The other factor that has come to the front of the world stage is Internationalism. The tremendous changes in transport of men, things and news have brought the world together, and human interests and activities are overflowing national frontiers. The political framework as well as the prepossessions of men lag behind the imperative need for a world organization, sustained by an international outlook on the part of all. As Mr. Wells has remarked, the old traditions remain strongly established particularly in educational institutions. The result is fruitless attempts at Conferences to achieve international co-operation at a time when quickness of decision and action is vital. The need of the hour is a world-wide movement towards peace and co-operation. In Mr. Wells' language, what is wanted is "a movement of men of ability and understanding towards world-wide concentrated effort .... political, economic, and social service that is free and unhampered by patriotic limitations." How dangerous a thing unregulated nationalism has become in the post-war world may be learnt from the suggestive lecture by Prof. Laski on "Nationalism and the future of Civilization." It is a *serious indictment* of educational work in recent years that it has not helped to curb misguided nationalism and promote active consciousness of world citizenship.

#### INDIAN EDUCATION

It is against this background of discontent, ferment, and efforts for reform in the wider educational work that I propose to examine the problem of the relation of the Indian educational system to the social economy of the land. No justification is needed for doing so. The educational system of India, as we have now, is an exotic, introduced into the land by the well-meaning Lord Macaulay and his co-workers among whom our own Ram Mohan Roy must be included, and gradually acclimatized in the following years. The plant is bound, therefore, to have striking similarities to the type elsewhere. Indian institutions, social, political, economic, and cultural, are all subject to world influences, and any reorganization and change in the country in any of these spheres can only be in the light of world factors and subject to their influence.

#### WASTAGE

Let us ask ourselves whether the prevailing system of education in India does not present its

own features for dissatisfaction, and call for reform and remedy. Two features of a formidable character spring to the eye, and comprehend all that can be said against the system of education in India: the first is the enormous wastage practically at all stages, and the other, the unfortunate unemployment of the successful output, even after the enormous wastage involved in the successive processes of production. Neither of these requires any special elaboration, but it may be as well to draw attention to a few well-known facts. The greatest wastage is perhaps in the Primary stage, and the Hartog Committee has collected the familiar data bearing out the fact that, on the assumption that at least four years of schooling are necessary for acquiring literacy, it is seen that not more than 20% of those who enter the I Year Primary class complete the IV Year course and can be accordingly considered literate. It may be added in passing that even this small contribution to literacy in the land is diminished by the inevitable lapse into illiteracy for want of facilities in villages to keep up the habit of reading and writing, while the Royal Commission on Indian Agriculture has made the startling statement that "when calculations are made on the basis of information supplied by the census reports, it appears that the total number of pupils in recognized schools who pass through class IV is a little more than the normal loss due to death among literate males of 20 years of age and over," while in three provinces, it is even a little less. This, it must be admitted, calls for drastic and immediate remedy, because quite apart from what primary education ought to be, the bare framework of culture and progress should be ensured by our educational system, if it claims to contribute to social progress and thereby to vindicate its claim to assistance from public funds.

The tale of wastage, rather of wasted effort, at the higher stages is not very different. The abolition of the public examination at the end of the eight-year course in most of the Provinces and in several of the Indian States makes it impossible to study the wastage at this stage, though it concentrates it at the next higher stage, viz., at the School Final examination. The experience of Mysore shows that not more than 40 to 45% of those who appear for the public examination at the end of the eight-year course, are declared fit for the High School course. The enormous failures at the School Final stage are notorious. Those who qualify for admission into the Mysore Univer-



sity do not exceed 35% of those that appear for the public examination, and the percentage of passes at the Intermediate examination is again low, not more than 35%, while at the B.A. Degree examination about 50% pass at the first attempt. These figures are not very different from those in Madras or other parts of India, the only notable exception being Bengal, where, for various reasons, the percentage of successful candidates at the Matriculation examination is very high.

It is obvious that this successive sifting of pupils at every stage involves great waste of effort and time on the part of both the students and the teachers. The length of the several courses is automatically increased by a year a stage in most cases, and by two years in a large number of cases. Therefore, although a student is expected to complete his secondary education in eleven years after he has been admitted to the I Year Primary class and obtain his first degree in fifteen years, the fact is that in a very large number of cases an additional three or four years must be postulated. The intellectual effort, the loss of funds, and, above all, the disheartening effect on the moral of the pupil, all these must be considered and weighed in the balance, when the merits of the Indian system of education are appraised. The system cannot possibly be intended for the average student, since it would be absurd to speak of a small group of less than 30% of the school population as constituting the average talent of the country.

#### UNEMPLOYMENT

The other discomfiting feature of our work is the fact that even when the ambitious youth has succeeded in climbing the academical heights he finds, as the Hartog Committee have said, that they have now become somewhat barren. It is significant that whereas in other countries the problem of unemployment takes the form of lack of work for the artisan class and manual labourers generally, with us it is a case of "middle class" unemployment. It was remarked not long ago that "Year by year thousands emerge from the Elementary and Secondary Schools; the majority of these are anxious to be employed either as clerks or as teachers. It is the tendency of these to seek employment in the offices. If this tendency of the pupils of public schools is not curtailed, the time will come when the greatest evil of our present educational system will be the production and creation of social parasites. So large a class of academically

trained in a population almost wholly agricultural in its basic industry and native wealth, cannot possibly find employment in the ordinary professions and Government offices without at the same time reducing the great mass of the people to a condition of exploitation. If dissatisfaction of the exploited classes does not arise, the discontent of the large academically educated class for which there is no reasonable support and no normal occupation will undoubtedly result." This was written of conditions in the Philippines, but the statement of facts and the apprehension of a social danger are no less true of India. At the same time, it is a startling comment on the economic condition of the country that a comparatively small number of educated young men and women cannot be readily absorbed into ancillary occupations as they would be, if Agriculture, Industry and Trade were prosperous. The number of graduates and winners of higher degrees in 1930-31 was comparatively small:—

(1) Arts and Science	..	..	10,960
(2) Law	..	..	2,503
(3) Medicine	..	..	663
(4) Engineering	..	..	230
(5) Education	..	..	736
(6) Commerce	..	..	294
(7) Agriculture	..	..	166
TOTAL			15,552

The number of successful candidates at the Intermediate examination in Arts and Science was 13,800, while those who completed the High School course successfully was 63,000. It is evident that of these two classes of educated youth, the majority would proceed to higher studies and it would be a generous estimate if we assumed that 40% did not continue their studies but sought to enter gainful occupations. Therefore, we have the significant fact that a population of 330 millions cannot readily find work of a soft-handed character for such a comparatively small number as 50,000 (in round numbers) per annum. Is it a case of over-education or under economic development? Corresponding figures for persons who completed a course of vocational training for occupations other than Law and Teaching are equally significant:—

(1) At Art Schools	..	..	649
(2) At Medical Schools	..	..	1,105
(3) At Engineering Schools	....	..	1,013
(4) At Technical and Industrial Schools	3,622		
(5) At Commercial Schools	..	..	2,261

(6) At Agricultural Schools .. ..	178
(7) At other Schools .. ..	5,039
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TOTAL ..	13,867
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#### FOREIGN MEDIUM OF INSTRUCTION

These then are the glaring evils of the system, excessive wastage and wasted effort during the process of production, and unmarketability of the comparatively small output to employ the language of industrial production. Their causes must be ascertained and suitable and prompt remedies suggested if the tax-payer is to get value for his money. The task calls for co-operative effort on the part of a body of experts and men of the world, and what I propose to say should be considered only as in the nature of tentative suggestions by one who has given some attention for a number of years to the study of economic problems and has been engaged latterly in educational administration, and has learnt, therefore, to realize the urgency of the problem of educational adjustment to economic change.

Take first of all the problem of wastage. Putting aside for the present the wastage at the Primary stage and the necessity for devising measures for rapid promotion of literacy, I have no doubt whatever that the main cause of wasted effort in the subsequent stages is the prevailing practice of instruction through a foreign medium. It is not suggested that there are not other causes,—I have sat at the feet of a master who taught us to see “the one in many and the many in one,”—and I have no doubt that improvements in curricula, better staff, better equipment, and not least, more effort on the part of the students themselves, will all contribute to an appreciable reduction of the wastage, which, let us remind ourselves, is not here a case of pupils dropping off but of repeated and fruitless efforts to pass the examinations. It is a familiar fact that the largest percentage of failures is in English, and if the failures in other subjects are not so large, that is because examiners mark mainly for substance and treat lapses of grammar etc., indulgently. It could not be otherwise, and happily the long controversy over the relative claims of English and the Vernacular as medium of instruction has terminated in favour of the latter, at any rate so far as the High Schools are concerned, and it is a question of time,—it is to be hoped, not of eternity,—before the change-over is made. Let me add, to prevent misunderstanding, that those of us who desire that instruction should be through the Vernaculars are not

unmindful of the signal service English has rendered to the formation of Indian unity, nor do we ignore the fact that English will remain, at any rate for a generation to come, the federal language of the country, while it will always remain the instrument of communication with the larger world of which India is becoming a more intimate part. We are agreeable to any reasonable safeguards for the efficient study of English as a compulsory second language. The plan of action is clear. Without further delay, we must vernacularise instruction in the High Schools, while taking all care that the study of English is effectively maintained, specially for those who desire to proceed to the University. The process will be facilitated and parental apprehensions allayed if the Universities will co-operate in this most important and inevitable reform by vernacularising instruction in some, at any rate, of the numerous optional subjects. That the subject bristles with difficulties, I am not anxious to deny. For example, vernacularization in the Universities raises the question of linguistic Universities, and vernacularization should not be used in the battle of rival vernaculars as a convenient weapon for the suppression of the mother-tongue of a minority by the majority, or what is still more objectionable, the suppression of the mother-tongues of the more numerous sections by a powerful minority enthroned in the seats of power.

#### ABSENCE OF DIVERSITY OF COURSES AND THE UNIVERSITY COMPLEX

We have seen that the provision for Vocational Training is altogether inadequate in India, while even the relatively small number of the successful products of our general schools and colleges find difficulty in securing jobs. It seems an obvious inference that the unemployment is due to absence of facilities for Vocational training. The position is not so simple, nor is it to be inferred that we have only to scatter with a profuse hand all sorts of vocational institutions throughout the length and breadth of the land, and a solution will have been found. This is a delusion, pointed out by the Hartog Committee: “The extension of technical training, which is far more expensive than literary training, has been widely advocated. We fully sympathise with the desire to develop such technical training, though we feel bound to point out that the training of technical experts only creates more unemployed, unless there are industries to absorb them.” The problem of Vocational Education is highly complex, and unless it is viewed against the back-

ground of an economic plan for the country, failure and disappointment are inevitable. Like other countries, India must survey her economic possibilities in their international setting, and devise an appropriate plan of development. It is only when this has been done that we can decide what kinds of vocational training, and how much of each, should be provided, and make an attempt to supply industry and trade the kind and number of recruits for their different branches and stages.

Therefore, the lack of opportunities for vocational training by itself can be an explanation not of the unemployment of the products of our schools and colleges, which is due to inadequate development of the economic life of the country, as of wasted effort. Because our school programmes are not sufficiently diversified to serve the varying needs of different groups of pupils differing in interest and aptitudes, but force them all to march through a uniform course, a large number find themselves baffled and have to spend more years at schools and colleges than they need otherwise. It is both unsound and snobbish to label them as lacking in I.Q. It has been said that "the only ethical basis for social organization is that every individual should obtain the place in society which his native capacities justify in having regardless of birth, wealth, or social position. The educational system should be so organized as to enable the individual at once to serve society and find his own best made of life in accordance with his own abilities and interests." This ideal can be realized only when each individual is provided with that form of training which will enable him both to discover himself as well as serve the community. It is the task of the educational system to fit the training to the individual, avoid disharmony between the two, and thus eliminate wastage. Whether the trained individual will be able to find his appropriate niche in life depends entirely on the intimacy of contact of education with industry, and the ability and prescience with which the latter has planned for itself and formulated its personnel policy.

Therefore, speaking from the side of educational organization, one can say that there is a lack of variety in the courses available in our institutions, while the bias of the single bookish course is all towards the University. "In the present system, all sections of the community, with their ambitions and aptitudes, have little, if any, choice of the type of school to which they will send their children. In fact, the present type of High and Middle Schools has established itself so strongly that other forms of education are opposed or mistrusted and there is a marked tendency to regard

the passage from the lowest Primary class to the highest class of a High School as the normal procedure for every school. There is nothing corresponding to the exodus from many English Secondary Schools into practical life or into a Vocational institution." The Hartog Committee add that the main educational problem is "how to provide varied forms of training for life and employment, suitable for the large numbers of boys of varied attainments and circumstances in the Secondary Schools; they might have added, to deviate them from the single path, strewn with intellectual wreckage, that leads to the University.

The problem of diversification of courses at the Secondary stage to suit varying aptitudes and capacities with appropriate vocational outlets thereafter is by no means peculiar to India, and is being faced by all Western countries, and has been solved in several. Seeing that our educational system is a replica of the Western type, it is probable that the changes and reforms made in the West will offer valuable guidance in our own task of reform. The main idea is to offer in the Secondary Schools, after a period of common instruction, parallel courses, some of which may be called bookish and the other realistic. The former are intended to prepare students for further studies in the University, while the latter including, as they do, courses like engineering practice and commercial practice, are intended to fit them for admission into post-secondary vocational institutions, which are known in Great Britain, for example, as Technical Colleges. It is at this stage a difficulty of considerable importance presents itself in India, though it cannot be said that it is altogether absent in other countries. Our educational system, as is notorious, has an University bias, and every student that passes through the High School expects to proceed to the University, and it is a matter for serious doubt if the provision of realistic courses, whose avowed purpose is to divert him from the University, will attract him. To my mind there is only one solution, and that is that the Universities should themselves provide post-Secondary Vocational courses, on the successful completion of which Diplomas will be given. In the case of affiliating Universities, institutions that prepare candidates for the Diplomas should receive University recognition as competent to prepare candidates for the purpose. Only then will it be possible to give the realistic courses the stamp of respectability and equal status with purely academical courses. After a time there is no doubt that the market value of the Vocational courses if they should be organized in co-ordination with industrial needs, will suffice to remove

the badge of inferiority even without University recognition.

#### DEEPER CAUSES OF DISCONTENT

Sometimes a note of deeper discontent is struck. Dissatisfaction is expressed not only because there is wastage or because our successful products cannot find situations. Our finished products are considered not to be what they should be. Sometimes the complaint is that our educated youth are growing to be godless, and the blame is laid at the door of the educational system which makes no provision for religious instruction. Others speak of "uneducated" graduates and deplore the narrow field of specialized study which is fashionable in the Universities. I have no desire to embark upon the treacherous waters of controversy regarding religious instruction, nor is it my purpose to consider whether our universities are encouraging premature and undesirable specialization. It is, however, pertinent to enquire what kind of recruits to the great task of social progress we are letting loose upon the country after so much of agony and tears on our side and others. The question may be asked whether the young men and young women we send from our institutions are persons of character. Let me hasten to add that I do not intend by this phrase to enquire whether they keep the commandments and are able to look the policemen and the judge squarely in the eye. The character one is thinking of is something positive and its nature is indicated admirably by the following extract:—"Ordinarily we are not tempted, most of us, to commit the grosser outrages. More often we are tempted either to waste our lives in triviality or to live parasitically at the expense of those who do the good work of the world without adding our own. It makes all the difference what we keep foremost as the thing to be striven for. We can have our youth go through life with eyes open for every chance to grab what they can get, and without a thought of whether, wittingly or not, they are hurting other lives or neglecting their share of the collective business. We can, on the other hand, have them go through life scorning to live on such terms. We can train them from their earliest years to know in the hearts that the best way to square their accounts with life honourably is to do their full share in promoting the march of mankind upward." It has been said that the inability to feel moral indignation is perhaps the worst ailment against which the present educators have to contend. It must be confessed that in our country there is far too much placidity, indifference, and even callousness in regard to the glaring

evils in society, to enumerate some of them, child-marriage, enforced widowhood, the slum problem, untouchability, the drink evil, and so on. There is no doubt the dead weight of ancient tradition and passive acceptance for years to contend against, but one looks in vain for a spirit of "discontent shot with the colours of hope." The world has never made any progress, it has been remarked, without a crop of honest and cheerful rebels, and the younger generation must make up its mind to be "unorthodox, and troublesome, and even disobedient to their elders (Keynes)." Troublesomeness and disobedience there are already perhaps in considerable measure in directions that do not always lead to social welfare, and one would fain wish that the spirit of social discontent and reform were more alive in the country than they can be said to be at the present time.

#### CARE OF THE BODY

"In modern organized school education," says Sir Michael Sadler in his recent Metcalfe Memorial Lecture, summarising the views of D. H. Lawrence, "we over-specialise in training the mind and do not integrate at every point of education the training of the body and of the emotions with the training of the mental powers." This weighty observation may serve to introduce us to two serious lacks in the educational system of England but even more in that of our country. This expression of discontent may appear to be unreasonable when we consider the very great advance made in England in the last quarter of a century in respect of the care of the body, and the physical well-being of pupils in schools. The proverbial encouragement of games and sports in schools, well-organized school medical services, nursery schools, open air schools, and provision of meals for children in schools—all these bear striking testimony to the great advance made in Great Britain in recent years. That those in authority are fully alive to the extreme importance of physical education may be illustrated by the remarks made recently at the opening of the College of Physical Training at Loughborough: "Physical education is education, it is not merely a physiological reaction. In controlling health, it controls everything, it controls our moral qualities of initiative and perseverance, and our spiritual qualities of loyalty and endurance. The central nervous system is as active in the gymnasium as in the class room. The health of the mind depends upon the health of the body. There is no antagonism, even no separation of process, but rather the most intimate

of relationships between the culture of the mind and the culture of the body."

In our country we have yet to cover a great deal of ground. It is true that some attention is paid to games and sports in our schools and colleges, but these are looked upon as merely college and school Days, and neither the public nor those in authority seem to realize the national importance of adequate provision for the care of the body. Physical training, dietetics and medical inspection of pupils must all become integral features of educational organization. Ours is after all a poor country, and it is neither possible nor necessary that physical training should involve such expensive apparatus and equipment as are to be seen in Western countries. There are a number of well-tested indigenous methods of physical culture like the Asanas, Suryanamaskar, and indigenous games, as well as several forms of physical training of foreign origin, any of which may be utilised to give the pupils in schools and colleges systematic physical education without large outlay on apparatus. Nothing has been so gratifying a feature of youthful life in recent years as the rise and progress of private gymnasiums and the enthusiasm with which large numbers of our students attend them. Let me also say in passing that more attention should be paid in hostels and other places of common feeding to correct food values. Cheapness of living is not the same thing as indifference to food values.

#### ARTS AND LEISURE

A phrase that has come into considerable vogue in the last year or two is education for leisure. Not only have numerous articles and even several books been written on the subject, but this was considered a matter of sufficient importance to have a World Conference devoted all to itself. It is unhappily true that to the great majority the suggestion of leisure appears a mockery, their lives being crowded with drudgery. We are promised by recent developments in technology an early era of reduced hours of work and extended leisure, and we are told that the problem has already arisen of finding suitable occupation for the leisure hours of those who are comparatively free from grinding labour. I quoted a little while ago from Sir Michael Sadler to the effect that emotions were taken little account of in our educational system, and one sign of this is that the Fine Arts play so small a part in the educational organization of most countries, at any rate of India, and certainly in the lives of the so-called educated classes in our country. Cultiva-

tion of music, painting, drama, and other fine arts as a main occupation in life must naturally be limited to a comparatively small group, but it is the right of all, not to say a duty, to cultivate a sense of beauty of form, sound, motion, and speech. In the case of most of us, our daily occupations, if not positively repugnant to our aptitudes, do not afford scope for the cultivation of our artistic sensibilities. It should therefore be an important function of educational organisation to train the young in their charge to appreciation of beauty. Whether this is to be done by inclusion of appropriate subjects in formal discipline or whether the needs indicated can be adequately met by what are known as extra-curricular activities is a matter that I do not propose to discuss. It is sufficient for my purpose to draw attention to this important defect in our educational objectives and to express a hope that the gap will be filled by whatsoever devices may be considered adequate.

#### ILLITERACY

It is rather a jump from the fine arts to illiteracy, the consideration of which I postponed when speaking earlier of the wastage in our educational work. The problem of illiteracy is one that educationists, social reformers, and political leaders have to face and co-operate in solving. Democracy is vitally interested in primary education for it knows that political progress is hardly possible without literacy. The problem of literacy may also be considered as a problem of the country-side, or rural reconstruction. As the Hartog Committee have remarked, "The aim of every village school should include not merely the attainment of literacy, but the larger objective, viz., the raising of the standard of village life in all its aspects. A well-attended school directly related to the surrounding conditions can do much towards training the younger generation in the ways of hygiene, physical culture, improved sanitation, thrift, and self-reliance. The school itself can also claim a leading and respected place in the village community by directly assisting, in however simple a manner in the provision of simple medical relief, adult instruction, vernacular literature, and attractive recreation." These observations indicate in unmistakable language the close connection between spread of literacy and rural development. If the national importance of literacy is so great, it is also unfortunately a fact that not only is the present provision for teaching the three R's altogether inadequate, but, as I have pointed out already, the greater part of the expenditure is



further thrown away. We are all familiar with the various palliatives and subsidiary measures of efficiency which have been indicated among others by Hartog Committee, but as they have observed, the fundamental need from which there is no escape is *compulsion*, and one has only to look at the figures of attendance in the higher classes in countries like England and the U.S.A. where the correspondence between the strength of the first year class and that, say for example, of the sixth year class is very close (in U.S.A. it is 974 against 1,000 in the first year class), to realize the inevitability of compulsion if the present wastage is to be eliminated and illiteracy eradicated in the country in the measurable future. Also, in the light of the comprehensive programme of work for the village school suggested above, it is important the four years of instruction are not spent merely in painfully spelling one's way through the primer and the copy book. It is essential that new methods of attaining literacy in far less time than now are created and utilized, so that the time set free may be devoted to other and vital elements of primary education. Opinion is not unanimous as to how the time and effort now spent on the acquisition of literacy can be reduced, but it is the belief of a good many that the project method enables children to combine mastery of the three R.'s with a good deal that is real education, specially for the purpose of life in rural areas. The application of the project method means large expenditure on our schools and on the training of teachers to handle the method, but there is no escape from this necessity. Primary education, which is the birthright of all, has to be paid for, and its adequate provision must be considered one of the obligatory duties of the State and its needs a prior charge on public finance.

All this sounds very well, but what are the facts? We know only too painfully that Governments and popular bodies in our country are not in a position to meet even the present demands of primary education, let alone the needs of expansion. Competent authorities tell us that no great improvement in public finance may be expected during the next three or four years, even if we pin our faith to schemes of inflation so much in the air at present. A not altogether rash conjecture may be made that the present decade will not see any considerable augmentation of educational finance. If that be so, are we to be content with stagnation in this most vital department of national life? There is no escape from the position, unless some scheme of

voluntary effort is set in motion. We know that large numbers of villages lack schools, while others would fain have more teachers. On the other side, there are large numbers of young men who are passing through high schools and colleges, who lack employment, and to many of them employment is a matter of bare existence. Cannot some organization bring the supply and demand together, and enable unemployed young men to live in villages teaching the young ones in return for payment in kind, which villagers are more able to afford than payment in money? It is a very rough suggestion I have made, which requires further consideration. To my mind there is no alternative between some such scheme, practically a reversion to the old type of the village school but under better conditions, and a callous acceptance of the impossibility of educating the village folk. India cannot wait.

#### EDUCATION OF WOMEN

"We are definitely of opinion," remark the Hartog Committee, "that in the interest of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of Education." They also remark elsewhere that "the middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood—a dualism that lowers the whole level of the home and domestic life and has its reaction on personal and national character." These are wise words, and the chastening influence educated women may exercise even on educated manhood is foreshadowed by the remarkable attitude of the All-Indian Women's Conference, which has repudiated communal electorates, and has supported the Sarada Act.

While there is general agreement that the education of girls should receive all support and far larger funds than hitherto, the objective is not equally a matter of general acceptance. Most men advocates of girls' education would have no hesitation in defining the objective to be to fit girls for the home and the married life, and would repudiate the suggestion that girls should have equally available to them the educational facilities open to boys, so that they may not be debarred from equality of culture or equality of occupational opportunities. Happily, educated women have not left the matter in doubt, and claim for their sex equality of educational and occupational opportunities, from the pursuit of which they are not likely to be deflected by any specious suggestion that the home is their appointed sphere of duty, and



study of domestic science their ordained preparation for it.

It is as well to clear our minds of cant on the subject. It serves no purpose and deceives no one if men attempt to narrow women's orbit of life, however cleverly masculine selfishness may be camouflaged. As in other countries, women of India will claim and succeed in obtaining equal opportunities for self-expression, which is not to be found in marriage alone. As in other spheres of conflict of vested interests and denied rights, it will save bitterness and strife if the position is forthwith accepted that women are entitled to education and entry into all or practically all occupations, on the same terms as men, the choice being left entirely to them.

#### PLACE OF DOMESTIC SCIENCE

Whether they enter on gainful occupations or marry and settle down to a family life, it remains true that, with few exceptions, on women will devolve the task of managing the home. For, not every woman on marriage will be able to enjoy home life without making the home, while most employed women will not be in a position to transfer the responsibility to others. Therefore even after we have accepted in full the claims of women to equality, it remains yet necessary for most women to receive *also* a training in the elements of home-making and home maintenance, which is, after all, what domestic science stands for. A woman may well be expected to clothe and feed her husband and children in good health and nurse them when ill, and generally supply an atmosphere of cleanliness and comfort. In other words, needle-work, cooking, nursing, and hygiene are the sort of things that appropriately come under domestic science for purposes of home-making. The amount of instruction in these subjects that is necessary for daily use in home life can be adequately given during the course of the secondary stage, specially if we include in the stage all the six forms. More advanced instruction of a professional character for teachers, or for social workers will have to include subjects like Physics, Chemistry, Biology, and Principles of Education. For this purpose, as in Western countries, or as has been organized at the Lady Irwin College at Delhi, a self-contained course leading to a degree and extending over three years, will be necessary. It is important to keep the two objectives distinct in our minds, for there is a considerable amount of confusion of thought in most discussions on the subject.

#### EXAMINATIONS AND WASTAGE

"It is possible to become highly educated," says Bertrand Russell, "without endangering health and spontaneity. But this is not possible while the tyranny of examinations and competition persists." This observation calls our attention to a very dangerous form of wastage that is not easily discerned. What unhealthy impression examinations leave on the minds of the youth may be readily realized when we recall the familiar examination dreams, in which, years after we have passed our quota of examinations, we experience the unpleasant sensation of sitting for them over again with a helpless sense of unpreparedness. That some method of testing the work done during the period of study and proficiency attained in a subject is necessary, no one will deny, but whether formal examinations by means of question papers should begin so early and be so numerous, and whether the type of questions does not need a change are all matters that are yet the subject of controversy. Examinations are in the melting pot, and a radical transformation may be the outcome, thanks to the valuable work, among others, of Ballard and Valentine. An important question in this connection, to which I can only make a passing reference, is one that is vexing high school authorities all the world over: what should be the relation of the Universities to work in high schools? Is it desirable that by fixing standards for entrance to their courses they should practically dominate the work of the high schools and narrow their objective to mere preparation for University courses? The answer is not easy, and those interested in the problem may well study the report on the School Certificate Examination published by the Board of Education. If the suggestions I have offered earlier in regard to the diversification of studies in the high schools and extension by Universities of their range of interest find favour, much of the difficulty, so far as we are concerned, will be eliminated, and high schools will have all the freedom to suit their curricula to aptitudes, while the Universities will not feel that their standards are sliding down. The undoubted fact of variation in talent and aptitude must receive recognition in courses and examinations, if wastage of effort, unhappiness, and consequent social loss are to be avoided.

#### AN ALL-INDIA ADVISORY ORGANISATION

Problems relating to examinations, vocational training, and a number of other subjects, all require systematic study and scientific research.

It was suggested the other day that the need in Great Britain was for a Central Research Institute. The need in our own country is no less urgent, but I think we require an all-India organization with somewhat wider functions:

(i) It should act as an Information Bureau. For this purpose it should maintain a well-equipped and up-to-date Library, and be prepared to answer enquiries,

(ii) It should organize, support, and co-ordinate research in the training departments of the Indian Universities,

(iii) It should help to co-ordinate the educational activities of the Provinces and the States, in particular help to prevent overlapping and duplication of work in regard to the expensive branch of vocational education,

(iv) It should offer a forum for discussion of educational problems by organizing annual Conferences, whose work would be carried on throughout the year by standing committees,

(v) It should aim at the formulation of an all-India Educational Plan and Policy, with which the work of the Provinces and the States would be brought into harmony.

A Central Educational Advisory Board was in existence for some years, but was 'axed' during the last spell of frenzied economy. Its revival has been recommended both by the Hartog Committee as well as by the Simon Commission, and the Government of India, some months ago, agreed to the revival as soon as financial conditions improved. That time is not yet come, but the creation of such a central body with the ampler functions I have suggested will be a measure of real economy in the long run, as by its activities wastes will be eliminated and efficiency of the existing educational institutions promoted.

#### FALLACY OF EQUIPMENT

In a recent issue of "School and Society," under the heading, "A Tax-payer's View of School Expenditures," a writer deprecates undue expenditure on buildings and equipment, and insists on the supreme value of the teacher and his personality as factors of importance in teaching. "Passing under the shadow of a pair of imposing turrets and climbing cascades of granite stairs, I walked beneath an antique wrought iron lantern and through heavy oak doors. A marble staircase led up to a rotunda circled by bronze busts of great Americans. One of the teachers greeted me there and guided me and other guests through the

gymnasiums, the aluminium-and-enamel lunch-room, the medical suit, the gilded assembly hall the teachers' and students' club rooms, and the Library. Through one door I looked in upon a kitchen, perfectly appointed from frigidaire to waffle iron; and in another room I caught a glimpse of a Punch and Judy theatre." He then quotes the report of a specialist in school buildings to show the immense attention paid to equipment. "They are especially equipped for their several subjects. For example, the drawing rooms have drawing tables and easels, and usually two sides of the room are covered with cork boards. There are cupboards for each child's work. In the music room there are usually tablet-armchairs instead of desks, and a piano and a victrola. Cork board is also used for the display of pictures of musical instruments, photographs of famous musicians, etc. The nature-study room is usually placed near the geography room with sometimes a conservatory adjoining both rooms. Both the nature-study and the geography rooms usually have tables and chairs rather than desks, and in the nature-study room there are also sand tables, and aquarium, plants, and often pets in cages." The writer goes on to say that if one were to seek the fundamental necessities of a school, it is doubtful if he would first visit a conservatory or a zoo, and insists that the basic elements in a school are "the teacher and a boy on a log. The log, the more commodious it is the better, as long as teacher and boy sit astride it. Unfortunately, there is reason to suspect that the log has swollen to such a size that its occupants have become mere ants crawling about in the shadow of a material phenomenon." He concludes by saying that it is high time for tax-payers in every community to ask whether their school funds are being sensibly apportioned between the tangible and intangible aspects of education. These long extracts will have served their purpose if they help to show that even in the U. S. A. there is a strong reaction against the over-emphasis on brick and mortar, and equipment, and the diminished importance of the human element.

#### THE TEACHER—HIS ROLE AND RIGHTS

The teacher must always remain the central figure in a school or a college. As has been happily said, "it is not what he does that stamps the teacher: it is what he is, and how full and rich is his understanding." We all know the story of the Oxford graduate, who said that he had learnt most from two teachers at the University, from Jowett who taught him nothing at all, and from Thomas Hill Green who tried to teach him

things he could not understand. The ideal teacher has been described in noble language by Emerson: "He has too much imagination to exaggerate the importance of his own field of labour, but his enthusiasm for it is honest, and he has no regrets for the choice he made. He is disturbed when he cannot develop the potentialities of his students, and uneasy when they merely learn his subject without learning to like it. He has a soul as well as a head; he is a man as well as a teacher: he is as far as possible the incarnation of the truth he espouses." In spite of the usual gibes against the teacher, such as, "Those who can, do, those who cannot, teach," or "Those whom God dislikes he makes teachers," the teacher has a very important role in social economy, and if the teaching profession is to perform its duties adequately and in tranquillity, there are certain essentials which the community must guarantee. To name the chief: the *first* is that the economic position of the teacher must be placed beyond anxiety and worry. It is true that the teaching profession can never offer the attractions in point of wealth, prestige, or influence that other callings do, but it should not be expected that only the unambitious, the ascetic, or the improvident will enter it. A *second* is that the administration should see that the position of the teacher is consistent with self-respect and exercise of initiative. Inspection is a necessary evil, but inspectors should remember that uniformity in details of practice except in the mere routine of school management is not desirable even if it were attainable. On the other hand, teachers should realize that freedom implies a corresponding responsibility in its use. The *third* essential is that the public should realize the sacredness of the vocation of the teacher. It has been caustically said, "No vocation has received such lip service as that of the teacher. Orators at commencement of post-prandial addresses and authors of educational volumes emphasize his pre-eminence. He is referred to as the very core of the school or college. It is to him we look to inspire the stu-

dents with fine ideals of life and to stimulate in them an admiration for things intellectual. His reward, however, is to be in the conspicuousness of work well done. One is reminded of Milton, "the most praised and least read of our poets". *Lastly*, it is of supreme importance that the freedom of speech of the teacher should be maintained in all its integrity. This does not mean that a teacher must needs be a propagandist either for or against the existing order of things, or espouse any particular scheme of reform or change. The great aim of education is to train the young to think for themselves, and it is important that the teacher who claims freedom of speech for himself should allow a similar liberty to his pupils, and encourage them to ask inconvenient questions even when he cannot answer them. In the eternal battle between stability and change, it is inevitable that each individual should have his own prepossessions, but the attitude of the teacher should not be one of blind conservatism or rash advocacy of change for the sake of change.

The social purpose of education and the formidable task of teachers cannot be better expressed than in the words of George Washington, with which this address may appropriately conclude: "The best means of forming a manly, virtuous, and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail. Knowledge is in every country the surest basis of public happiness. To the security of a free constitution it contributes in various ways—by teaching the people themselves to know, and to value their own rights: to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws."

## A COMMEMORATION ADDRESS

BY

REV. W. M. THEOBALD,

*Principal, Breeks' Memorial School, Ootacamund and first Secretary of the S. I. T. U.*

*(Delivered on the occasion of the Silver Jubilee of the S. I. T. U. on the 16th May 1933.)*

My children,—You have come to be such a large family this evening that I have not got enough to support you. I am sure funds would be very low indeed. I do want to say how very much delighted I am that from the small beginning of 25 years ago, there has been such a tremendous increase. I came to India in 1904 to Coimbatore to be the Principal of the Stanes European High School there. I soon got to know the teachers at the Coimbatore College. We talked together and we said we ought to know one another better. Very soon the Coimbatore Teachers' Association was formed, and I had the honour to be its first President. I soon found what tremendous capabilities there were in the teachers of Coimbatore when I said to them: "You know in England we have a great Union of Teachers called the National Union of Teachers. Why should not there be such a Union in India?" They were enthusiastic. They said: "Well, if you will start, we will help." Quite so straightaway we started, sent our circulars to teachers all over the Presidency asking them if it were possible to have a great gathering in Madras and get the Director of Public Instruction to preside over it. We had the gathering. And I gave an outline of the Teachers' Union at home and the establishment of the Teachers' Pension Fund. I appealed with all the powers I had that the teachers' position should be made better. There should be a pension scheme formed for all the teachers under the Director of Public Instruction at Madras. I did not know that the Director would be so faithful when he was asking me to see him the next day in his office. I went and I had a long talk over the possibilities of the teachers' position being improved. He was very sympathetic, and he said that if it could be done in England at so little cost, it could certainly be done in India. The result was that one of the officers, Sir Henry Stone, drew up a scheme very similar to the scheme in England at that time. And the outcome has been the Teachers' Provident Fund that we enjoy to-day. I

feel during my thirty years in India I should have done the work for which many thousands of teachers will be grateful. Not only is the scheme in operation in Indian schools, but it is in operation in the European schools now, and many teachers are having the benefit, and I am very grateful for that.

Mr. Stone was appointed as the first President and I had the honour of being the first Secretary of the S. I. T. U. which has grown to a very big child to-day.

Now let us look back to the past. I may say more when my expectations are fulfilled. As I remember, when I started in Coimbatore, my friend said: "You are taking up a task that will never fructify." I said: "I do not think what is possible in England is not possible in India. But I do believe what is possible at home is possible here. It is only because we do not believe it is possible." And I want to ask you to think of the possibilities of the S. I. T. U. including every teacher in the Madras Presidency.

Now, Ladies and Gentlemen, we are a power to-day. A sentence in the Silver Jubilee Souvenir published by the S. I. T. U. has struck me. It is this: "The Teacher's profession is the sorriest of trades, but the noblest of professions." As I look upon you I try to imagine the immense influence wielded by the schools which we represent. Our influence goes on from the present generation to the next and the generation after that. Our influence to-day will go very largely to make the India of the next generation. Our pupils are going to speak like us, to act like us. Ours is a sorry profession, financially. It is a profession that takes a great deal out of a man. But it is the noblest profession that I know of, because it moulds the character of those who are going to make the India of the next generation.

I hope that none of us will allow himself to be drawn out of the path which we have laid down to ourselves, the path of educational ad-

vance. We have our special interests. Elementary school teachers have the interest of the Elementary school, Secondary school teachers have the interest of the Secondary school, and College professors of the colleges, in their hearts. But we are united. And that is what we want in our Union. If we are going to be a successful Union we have to give and take. The man at the College has to take from the school and the school has to take from the college.

What we want to-day is a Union that will lay down lines for the advance of every teacher in whatever sphere and of whatever caste or creed he or she may be. The good of the teacher is the good of the children in every school. If you want something, and somebody else wants something else and we go on tugging each in his own way, we shall lose all the force which we possess. We should sink all individual differences and be united. Our ideal should be: "Each for all and all for each and the highest good of every child in our schools." If we follow that ideal, I am sure the Union will be honoured and its work will be appreciated and will be a success.

May I tell you something about the National Union of Teachers in England? I think that a very large proportion of the teachers of every school belongs to the Union. They say: "We are experts. We know the difficulties; we know the possibilities. We study the question from the inside, and we want to enlighten public opinion. We meet our Members of Parliament. We send deputations to the President of the Council of Education. By every power we possess we try to get the highest for the children in our schools." What has been the result? Some years ago there were four members representing the teaching profession in the House of Commons.

Why should it not be so in South India? Why should there not be one or two teachers in the Legislative Council? You have as much brains, and as much influence as anybody else. But we have not allowed ourselves to be powerful enough to sway the electorate. If we are united, if we lay down just and useful proposals for our educational code, the people will look up to us and they will come and ask us what should be done as it is done in England. I believe I am right in saying that in England before any code or regulation is drawn up for the schools, the National Union of Teachers is consulted.

I think that all those who are in the local bodies and in our Legislative Councils should know better about our teachers. If we grow strong enough, we shall have in every local body and in the Legislative Council, those who will speak on behalf of the S. I. T. U. I believe that this can be accomplished within the next five years. We have leaders here, we have orators, we have the money, power and influence. Surely, if we act together for the common good, we should be able to obtain representation in the Councils

There is another thing about which I wish to speak to you. After many years in a good position in a good school a teacher is taken away, and he has to take care of his children. The National Union of Teachers in England has started two funds: The Benevolent Fund and the Orphan Fund. The Benevolent Fund has large sums of money, which are given to teachers who are broken down in health and are needy.

The South India Teachers' Union has a Protection Fund. How can we get more money for the fund? In England we have a gathering every year for distribution of prizes and we invite to it someone in very high position. Every year thousands of people come for this from all over the country. These representatives bring their offerings for the poor. We have a large orphanage for boys, and another for girls; and the children who have lost their parents and have no homes (children of teachers) are sent to these orphanages. They are cared for, educated and sent out to the world to represent what combined effort can do for the poor and the needy. I commend such action as that to the South India Teachers' Union.

And finally, may I say when I feel that all of us realise that if we are going to do what we want to do, we must seek not merely to educate but to train the characters of those entrusted to our care. It is my great joy to find that our boys and girls go out fine, stalwart Christian men and women. I believe that the first thing is to seek the Kingdom of God and then all other things should be added to us. I am delighted to be here, Ladies and Gentlemen, to be able to tell you once more what I should like to say for the teachers of the Madras Presidency, and I hope that God will bless and prosper all your efforts, and that you will band together, sink individual differences, be united. For united you stand; divided you will fall. (Applause.)

## ADDRESS OF WELCOME

BY

V. SARANATHAN ESQ., M.A.,

*Principal, National College, Trichinopoly and Chairman, Reception Committee.*

Friends,—It gives me very great pleasure to welcome you as delegates of the Silver Jubilee Provincial Educational Conference. As Chairman of the Reception Committee, I would ask you kindly to bear with the arrangements made by us, though we feel how inadequate they are on many accounts. We can only say we are determined to do our best to make your stay in Trichinopoly as pleasant and useful, as possible, and we hope you would forgive us our shortcomings, believing in our earnestness and our attachment to the great Brotherhood of which we are all members.

This Conference has deservedly attracted much attention, because it comes at the completion of twenty-five years of work by the S. I. T. U.; the celebration of its Jubilee to-morrow will bring out all the essential credit of its achievement. To the eminent men who will help in to-morrow's celebration we give our heartfelt thanks; for they have looked upon our Union as their child and have come to share our rejoicings at its Jubilee. For our own part we ought to take stock at the same time as we exult in how many years we have gone on with our work as an active group in the country. The main Conference will thus be a proper occasion for considering all questions bearing on the well-being of education and of those engaged in it. This is the fourth Provincial Educational Conference held in this city, the last that of 1919, being presided over by that eminent and versatile man, a teacher with a unique experience and achievement, Rao Bahadur K. V. Rangaswamy Ayyangar of Trivandrum. We too are proud and happy that we have for our President, Mr. N. S. Subba Rao, one of the chief men in another Indian State, Mysore, a great fellow-teacher, who is happily a man of affairs as well. (Applause.) We are deeply grateful to him for consenting to come over in spite of many hardships and to spend a few days right in the midst of us all, willing to know and to befriend us in every way.

My duty is confined to saying these few words of welcome; I shall not anticipate your delibe-

rations, since the business of giving you a lead belongs to these distinguished men whom we have welcomed to the Conference to-day, and particularly to the President who will guide us in every matter coming up before the Conference after getting it under way. Yet I would touch on a few matters, though I have a chance in my proper time of taking part in the discussions as a private member.

The chief topic of teachers' gatherings is the hard lot of the teacher himself. He has greater burdens to bear, and his trials are more severe than ever before; and we know his consolations have always been of a spiritual, and so merely fugitive kind. But you would forgive me, a fellow-teacher, reminding you of the famous exhortation, "My brother, the brave man has to give his Life away. Give it. I advise thee; Thou dost not expect to sell thy life in an adequate manner?" It is our duty and our honour to overcome personal disappointment and suffering in the striving for mastery of the essential duties that belong to us as teachers of men. But I have nothing to say against our strengthening our organisation at all points. Patient work with the enrolment of members, the collection of subscriptions, the arrangement of meetings in each centre and the dissemination of the teacher's faith, must carry forward the work of the S. I. T. U. on the structural side, so as to speak. Nay, we will be jealous of our honour and our welfare; we are going, for instance, to reaffirm at this Conference our support to "a bill to regulate the work and service conditions of teachers and to unify the teaching service in non-Government Educational Institutions." We will leave no stone unturned in carrying out our object. Yet the teacher will again and again be called upon to make sacrifices in the cause of brotherhood and the special progress of his group, rather than look for personal gains and the direct alleviation of his own lot. I strongly hold that, in the S. I. T. U. as well as in each other sphere of our public life to-day, the one need is to lay in a stock of courage, love of our work, and love of one an-



other. Let me add that faith in each step of our journey as well as in our success in the end can alone bring us comfort and energy in our work of teaching and in our general public work, whatever it be.

As a matter of fact, the Teachers' Guilds, while strengthening themselves to carry out measures of benefit to all teachers, should set up an active and potent force of criticism to act on the educational institutions and the local authorities and other managing bodies, in order to keep these straight. There is no power like that of a Teachers' Guild to produce sound criticism and practical advice and assistance useful to the managers of schools and the educational committees working under the Local Boards; and this power the Guild can exercise of its own accord. If the Teachers' Guild gets the capacity for broadminded and deep thinking on all educational matters, including administration and management, and if it puts forward its views with courage and restraint when important questions come up, then the Teachers' Guild will become a great power in the locality. In this connection, I suggest that each District Guild should run an Educational News-Sheet, and Bulletin partly in the vernacular for the sake of the Elementary Teachers and partly in English, with the active support of the chief men in the teaching profession in the district. The *South Indian Teacher* as the central organ should then be devoted to the study and elucidation of the more academic aspects of the teacher's life and vocation in all places. It may be said that, as a result of such activity, teachers will become self-centred; but it is no blame to them to cultivate their garden first.

But I think it fundamental that a teacher should attempt to cultivate a personal life and pursue knowledge eagerly and uncloudedly in the midst of all his difficulties. Even an elementary teacher has it in his power to acquire useful knowledge, a pleasant temper and a little altruism; while the secondary teachers of the land are the backbone of the intelligentsia, and they must fulfil themselves as such. If such men, acting together first in the concerns of their school and also in close association with a powerful District Guild, are able more and more in the changing conditions of Indian society to put themselves on an equality with the class of men who have the governance and management of our public institutions, and if also by their personal attainments they command the respect of others who are comparatively unacquainted with things of

the mind and are unaware of the modern movements in the world at large, then these teachers will raise their own status and cease to be mendicants for the favours of Government or of Society. Some prudence in his domestic arrangements, some enlightenment and courage in the bringing up of his family, together with a wholesome attitude in social matters and a certain simplicity of mind which goes with these, will help anyone to obtain a moderate success in life and some measure of happiness without dependence on others. Let me also say that the intelligent woman teacher's guide to happiness in these matters—I say it with great diffidence—is the wisdom of life grown old along with our race which is instinctive in her, together with the courage of the modern-hearted which she possess to-day.

I also think that there is room for teachers of various places coming together drawn to each other by spiritual and other sympathies and ambitious of leadership, and devoting themselves to furthering the more ideal part of the work of the great Union of Teachers and thence of the whole community. In this sense, I am for an esoteric or inner circle of the S. I. T. U., dreaming, planning, acting for the advancement of the communal life and of the moral education of our people in all ways. The building of a tradition of Citizenship is the one duty of our generation; the educated man or woman has, in a measure, to give his or her life away. We need a central national organisation, composed of all classes of educated men; but we, teachers, will be an important part of it. We may also think of bringing into such an organisation at least some of the more zealous of our educated youth, by whom we still have a duty to do. As for unemployment itself, I can only say that we ourselves cannot set up our young men in life, but can only strive to turn them out better, and in so doing save ourselves from the quenching of the Spirit at the heart of our teaching life.

You do not expect me, as I said at first, to speak in detail about the most urgent questions of the moment. But I shall mention some of them; the question of what is to be the due proportion or balance between compulsory and optional subjects in the high school curriculum; the position of English in the curriculum; the vernacularisation of all other teaching than that of English and certain other languages; physical education; the rationalisation of schools with a view to the use of all our existing resources. These are matters for research and planning by committees of the S. I. T. U. I believe that

with our existing resources in school buildings, equipment, endowments and grants, (taking the standard of the years before Retrenchment), we can give a much better high school education than we give at present. What is needed is the will to come to grips with our problems and to learn to act together harmoniously and energetically. I can only say that we have got to learn the lessons of social co-operation which the English and the Scotch people have practised for centuries. They have educated us for a hundred

years, but we have not perhaps been quite apt pupils.

Friends, I will not say more now than once again call attention to the greatness of our task as teachers and citizens, and to the immortal spirit of our people, to whom all tasks which were wholesome and courageous and serene once came natural, while they cherished the ideal of the rooting out of desire as the crown of the soul's endeavour.

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## CONFERENCE FROM DAY TO DAY.

The 25th Madras Provincial Educational Conference was held at Trichinopoly in the Municipal Public Hall, on Monday, the 15th May, 1933, at 9 a.m., under the distinguished Presidentship of N. S. Subba Rao, Esq., M.A., Bar-at-Law, Director of Public Instruction, Mysore.

The Conference, which was held under the auspices of the South India Teachers' Union and the Trichinopoly District Teachers' Guild, was attended by delegates from all parts of the Presidency numbering nearly 700. Prominent among the delegates were Prof. K. A. Nilakanta Sastri, S. K. Yagnanarayana Aiyar, Messrs. A. V. Kuttikrishna Menon, Zamorin's College, Calicut, S. K. Subramania Aiyar, Retired Principal, Maharaja's College, Ernakulam, Miss Rajamma of Pudukottah, Mrs. Gnanadorai of Lady Willingdon's, and Miss Vairamuthu Ammal from Kurnool.

The proceedings began with prayer by Messrs. S. Sivaramakrishna Iyer and L. R. Natesa Iyer in Tamil and by Mr. V. Saranatha Iyengar in English.

Principal, V. Saranatha Iyengar, M.A., Chairman, Reception Committee, welcomed the Delegates.

Proposing Mr. N. S. Subba Rao to the Chair, Mr. K. A. Nilakanta Sastri, Ex-President of the Provincial Educational Conference, said:—

Ladies and Gentlemen,—I am very grateful to the Reception Committee for the very pleasant duty they have entrusted to me, that of proposing Mr. N. S. Subba Rao, the President-elect of the Conference, to the Chair. Mr. Subba Rao is very well known to all of you as a distinguished educationist of our country. After a very brilliant career in the Christian College, Madras, he went over for higher studies in England. He specialised in Economics under the guidance of Professor Marshall and took the final tri-pos examination, if I am not mistaken, in the same year and with the same distinction as Professor J. M. Keynes, one of the world's greatest economists. He also qualified for the Bar. Our gratification must be the greater that Mr. Subba Rao is one of the few who have deliberately chosen the life of a teacher to the more lucrative life of a barrister. He made a great name for himself as one of the most distinguished teachers of Economics in Mysore for many years, and he

has since occupied the exalted position of the Head of Department of Education in Mysore. More recently he has applied his mind with all the earnestness, enthusiasm and a brilliant capacity that is his to the study of the practical problems of education. And to me at least, it would be some disappointment if his address did not contain some of the most valuable hints we could ever get on the future of education in our country, particularly on the aspects of vocational education that we have to consider at a Conference like this.

I am not exaggerating when I say that it is impossible to think of a better President for a Conference like ours at this moment. For it is common knowledge that our S. S. L. C. system is once more in the melting pot, and different views are taken of what ought to be done. I have my own views, but this is not the occasion for me to mention, but I am perfectly certain in Mr. Subba Rao we have a wise and an excellent guide who would submit the views that are placed before him to a searching criticism and give us very valuable guidance indeed in making up our minds on the momentous question that will come up for consideration.

It is a very great pleasure, therefore, that I propose Mr. Subba Rao to the Chair. (Applause).

The motion was seconded by Mr. A. V. K. Menon (Malabar), who said:—

Ladies and Gentlemen,—You all know Mr. Subba Rao is a well-known educationist of to-day in the progressive State of Mysore. I cannot speak too highly of his high character and talents and his never-failing industry. We are confronted with very many educational problems to-day. The questions we have to solve are so many and so difficult that we certainly require the help and guidance of a master educationist, and I have no doubt that such a master educationist we have in Mr. Subba Rao. I have therefore great pleasure in seconding the motion.

Mr. S. K. Subramania Iyer (Cochin State), in supporting the motion, said:—

Ladies and Gentlemen,—It is a matter of sincere gratification to us come from the mofussil that the Reception Committee selected Mr. Subba Rao for the Presidentship of this year's Conference. I do not believe just at this time when

there is economic distress and also when there are a number of knotty educational problems to be discussed, we could have selected a more competent person to guide the deliberations of this year's Conference. Professor Nilakanta Sastri has narrated to you the career of Mr. Subba Rao, who has presided at almost all the educational Conferences in the Mysore States. With his practical economic principles, I hope it is possible for him to suggest ways and means for improving the economic conditions of the teacher and also to suggest remedies for the present unemployment. I therefore have very great pleasure once again in supporting the motion that has been moved by Prof. Nilakanta Sastri and seconded.

The motion was also supported by Messrs. R. Panchapagesa Iyer (Tamil Nad) and M. Kannaiya (Ceded Districts).

The President assumed the Chair amidst cheers and was garlanded.

He then delivered his address (printed elsewhere).

At the conclusion of the Presidential Address, the General Secretary of the Conference, Mr. S. T. Ramanuja Aiyangar, read the following messages that had been received from eminent educationists wishing success to the Conference:—

#### MESSAGES

Sir T. Desikachari, Kt., wrote from Coonnor:—It grieves me greatly not to be able to be with you in person to-day. Considerations of health prevent my going down to the plains to open your Conference. Though I am not with you in body I am with you in spirit. I wish your Conference all success.

Your united effort in the adumbration of your ideals and wants must spell your strength; whatever your differences in the achievement of individual preferment, you must on occasions like this join in giving expression to what you feel with the single purpose and ardent desire to present it to enliven and ennoble Young India which is to take its proper place in the coming Commonwealth of Nations and in a constitution calculated to achieve independence duly safeguarded for our motherland.

I do not desire to indulge in platitudes. But let me give it in strong terms of recommendation that if you, who are the teachers of the rising generation want to be really effective in your glorious service, you must place it before any-

thing else and forgetting your grievances, work together in educating those committed to your care with that altruism and self abnegation which alone could make for the justification and crowning glory of your noble vocation

For over a quarter of a century as Chairman of a Municipality or as President of a District Board or of a National College, I have striven to preach this sermon and endeavoured to make it heard and adopted. I repeat it now, for truth does bear reiteration and gathers strength thereby.

I have done what I could to help your Conference and if I could not be with you to open it, believe me, it is not for want of faith in the utility of your deliberations to gather strength for your cause.

Let me say again that I heartily wish all success to your Conference supported as you are by our distinguished countryman, the Right Honourable V. S. Srinivasa Sastri and Mr. Subba Rao, your President.

Principal P. Seshadri, M.A., Principal and Professor of English, Government College, Ajmer, wrote:—I wish the Conference every success. I hope it will mark another step in the advancement of the interests of the teaching profession in South India and the raising of the standards of teaching and efficiency in the educational world.

Mr. S. Satyamurti:—My best wishes for the success of the Conference. I trust that in the spacious days to come, teachers will play their worthy part in the life of the Nation. In helping them to do so, my humble services will always be at their disposal.

Messages wishing success for the Conference were also read from W. M. Theobald, Principal, Brecks Memorial School, Ootacamund, and the first Secretary of the S. I. T. U., Rao Bahadur R. Krishna Rao Bhonsale, Messrs. V. R. Ranganathan, District Educational Officer, Ramnad, S. Srinivasa Iyer of Vellore, Dr. Mrs. Subbarayan, Ramasamy Iyengar of Gobichettipalayam, V. Guruswami Sastri of Tirukattupalli, and others.

The Conference was then adjourned to form the Subjects Committee, to meet again at 8 A.M. on Tuesday in the Lawley Hall, St. Joseph's College.

TUESDAY, 16TH MAY, 8 A.M. TO 11 A.M.

The Conference resumed its sittings on Tuesday morning at 8 A.M. in the Lawley Hall with Mr. N. S. Subba Rao in the Chair. There was a large audience which included Mr. W. M. Theobald, Principal, Breeks Memorial School, Ootacamund, Mr. Bihari Lal of Lahore, and Dr J. Henry Gray.

The following papers were read:—

(1) Mr. N. S. Narasimha Iyengar, M.A., of Trivandrum—"Education and Economic Efficiency."

(2) Mr. N. Kuppasami Iyengar of Trivandrum—"Examination Reform and the Duty of the Teachers."

(3) Mr. B. K. Naidu, M.A., of Mysore—"The Diagnosis of Personality."

(4) Mr. T. S. Subramania Aiyar, Secretary, Masters' Association, The Hindu Theological High School, Madras—"Individual Attention to Pupils in Schools."

(5) Mr. A. V. Natesa Aiyar, Assistant Traffic Superintendent, S. I. Ry., Trichinopoly—"The Place of Music in the School Curriculum."

(6) Mr. Bihari Lal of Lahore—"Education in the North and the South."

(7) Mr. R. Panchapagesa Aiyar of Tinnevely—"The Place of Elementary Teachers in the South India Teachers Union."

(8) Mr. K. R. Avadhani, Pleader and Vice-President, All-India Railwaymen's Federation—"Teachers' Guilds and Trade Union Organisations."

Mr. Subba Rao in bringing the morning session to a close said:—

Ladies and Gentlemen—I want to say that we have had most interesting papers, eight in all. Of the eight papers presented, to my mind, the paper on the "Diagnosis of Personality" and that on "Individual attention to pupils in Schools" are about the most useful to teachers, and it is very important to realise that teachers should not merely teach, but make an attempt to understand the personality of the pupils entrusted to their care. As regards Mr. Avadhani's paper on 'Teachers' Guilds and Trade Union Organisations,' I should like to say that it is not possible for us teachers to imitate all the methods and the attempts of Trade Unions, because we teachers after all, are not strong and robust people. We shall be mild in our attempts and make our demands in a mild manner without infringing the various rules and laws, and so on. But I think the spirit of Trade Unionism is sound and is meant to be imitated and embodied in all organisations,

I now adjourn the Conference to meet again to-morrow at 8 o'clock to discuss the resolutions.

### RESOLUTIONS

#### THIRD DAY'S PROCEEDINGS. (17-5-33).

The Conference re-assembled at 8 a.m., in the Lawley Hall with Mr. N. S. Subba Rao as President.

The President moved: (1) This Conference prays for long life of Mahatmaji and the successful termination of his fast.

(2) This Conference places on record its deep sense of sorrow at the loss sustained by the teaching profession in the demise of the Rev. C. H. Firkbank, Kulapathy Apu Sastrigal, P. G. Sundram Iyer and P. Subramaniaya Aiyah.

The two resolutions were unanimously passed. The Conference then considered the following resolution:—

(a) This Conference requests the Director of Public Instruction to publish the revision of the S. S. L. C. which is said to be under contemplation and give the S. I. T. U. an opportunity to express its opinion before a decision is arrived at.

(b) This Conference is strongly opposed to any revision of the course which does not maintain the existing scheme of five compulsory subjects.

(c) This Conference regrets the non-prescription of books for non-detailed study in English at the School Final as in its opinion it is detrimental to the proper study of the language.

After a very interesting discussion on this resolution which lasted for nearly two hours, the resolution was passed by an overwhelming majority.

Messrs. K. R. Venkatachala Iyer, Headmaster, Islamish High School, Melvisharam, N. Arcot S. T. Ramanuja Iyengar of Trichinopoly; K. S. Subramania Iyer of Madurantakam; S. Sivaraman of Salem; Srinivasavaradan of Madras; M. R. Rangaswami Iyengar of Madura; V. Srinivasan and T. V. Narayanasami Iyer of Hindu High School, Triplicane; C. Ranganatha Iyenar of Gooty; Biharilal of Lahore; T. P. Venkatachalam of Malabar; R. Mahadevan of Trichinopoly; Principal V. Saranadan; N. Subrahmania Iyer of the Madras Geographical Association; K. A. Nilakanta Sastri; S. K. Subramania Iyer, Retd Principal, Maharajah's College, Ernakulam. S. Natarajan, Madras; and others participated in the debate.

Below are given the views of some of those who participated.

Mr. S. Sivaraman of Salem, in opposing part (c) re: non-prescription of non-detailed books, said: If no book is prescribed, students will be induced to read books widely and made to make their own choice with the consultation of the class-

masters. Children will grow only in an atmosphere of freedom. Another reason which I want to assign in opposing the resolution is this: I would mention that in the new scheme there will be a far heavier syllabus in grammar to "coach" the boys than in the old order of things. All of you know how very difficult it is to teach the boys grammar which is the most tedious subject in the curriculum. Therefore it would be next to impossible to teach non-detailed books in addition to this very heavy syllabus of grammar which will be imposed upon us.

*Mr. C. Ranganatha Iyengar of Gooty:*—In supporting the resolution said:—I am for the prescription of non-detailed text-books. As an alternative, I would suggest the prescription of, say, 10 books from which pupils can choose two books which appeal to them most. Let questions be asked on all books from which students may choose to answer those questions on the books they have studied.

*Mr. Biharilal of Lahore:*—Abolish the text-books, and you will have no high ideal.

*Mr. V. Saranathan,* in totally opposing (b) re: maintenance of the existing scheme of five compulsory subjects, said:—I first of all want to make it quite clear that the proposal to change the existing system of 5 compulsory subjects plus one optional arose out of a widespread campaign started by parents, teachers and headmasters, and finally by some members of the Syndicate of the University itself against the scheme. The existing system of 5 compulsory subjects plus one optional was a change from the old scheme of 3 compulsory subjects and two optionals. I would also say that that change of 5 compulsory subjects plus one optional was brought about by the forcing hand of the University. Dr. Macphail when he became Vice-Chancellor of the University, appointed an S. S. L. C. Committee mostly—I think—from among the members of the Academic Council. And that Committee started with a motion of putting aside the S. S. L. C. altogether as a means of entrance to the University. The predilection of the majority of members of that Committee was for starting a separate Matriculation Examination in the University itself. The present matriculation examination is an anaemic thing that had better be cleared away. As a matter of fact, very shortly you will have proposals from the University itself. Now that Committee which I have referred to was strongly biased in favour of what is called a sound well-bottomed and well-balanced general culture course at the top of the school course and any exa-

mination resulting out of it as a means of entrance to the University. The S. S. L. C. people said that their scheme was the equivalent of the matriculation. And as a condition for the S. S. L. C. Examination being accepted as a means of entrance to University they brought about this compromise of 5 compulsory subjects plus one optional. But since the first examination was held, and even before that, the cry arose that a host of young people "would be slaughtered" as the phrase is. And so they said that they should make this S. S. L. C. scheme as an examination scheme (for entrance to the University). What were the reasons? First the scheme of five compulsory subjects plus one optional is too burdensome. The more serious objection to this scheme of 5 compulsory subjects with one optional arose from those who regarded Elementary Science (just as it was put down in the syllabus) and History of England all put into one group as a hotch-potch. The objection to that was that it was unteachable, especially Elementary Science. Geography was also unteachable. The third objection was even a more material objection and this was the minimum requirements of a student who matriculates through the S. S. L. C. From the University point of view, most schools would prepare boys and girls for the University. The Science boys took mathematics invariably. When they did not do so, they were done after in the Intermediate Class. Elementary Mathematics is not Mathematics and Elementary Science is not elementary, because it covers all sciences. Objections were raised to the existing S. S. L. C. scheme. And so we had the Director's Questionnaire which resulted in a majority of recommendations which further reduced the contents of the compulsory subjects and lightened the syllabuses of Elementary Science and Geography. What happened? You had only five subjects of a certain standard. For a boy who is in the age of 16 or 18, the five subjects are not quite enough. If you call your High School a High School, that School must give a type of education known in other countries as a High School education. A boy of 15 or 16 leaving the school must have a full course of secondary education. He must pass through the mill. He must be a High School product in the full sense. You maintain that these five subjects (of some appreciable standard) should be retained. I say that general culture is not given but acquired. What you call general education, that is the five subjects education, must be done through the medium of the vernacular up to the IV Form, and then in V and VI Forms, the specialisation of subjects should be



in English. I stand for 3 compulsory subjects plus two optional subjects. If you will insist on the five subjects in each school, you damn High School for ever. (Cries of 'No!' 'No;' from several delegates.)

*Mr. N. S. Venkatarama Iyer of Karaikudi:*—I have been actuated to speak in this resolution by the provoking and aggressive attitude assumed by Mr. Saranadan. The University is a very good body for consultation. But what we want to say is that we should not be dominated by it. (Hear, hear.) The S. S. L. C. course, it is conceded on all hands, is a course which will round education. My contention is that the University must choose out of the products of the S. S. L. C. course and make the best out of them and give us advice in the matter of our framing the syllabus and our curriculum. And they should stop there: Let them choose the students. The student that we produce is the best that we can under the circumstances. If the product is bad, it is the product of we teachers whom the University have sent out. (Hear, hear.) We have made the best of the situation. I am therefore for deleting altogether of the C Group subject and making the rest an all-round course. As regards Elementary Science and Geography, I feel that the best thing is for the experts to frame a syllabus and put it before people like me who will find out which is the sensible thing, which goes beyond things, and which comes under the fervour of the faddist. So throw out what you consider to be more than the students can grasp, and retain only what they can grasp. The best people to judge of the capabilities of the students are we, and not the University. The University might set up a standard they require and take such pupils as come up to the standard and leave the rest to themselves.

*Mr. N. Subrahmanya Iyer of Madras said:*—We have just now had a plausible argument from the other point of view. It has been said that the change was asked for by a widespread campaign on the part of a nefarious\* group of parents and teachers and so on. But I do not want to pursue that line of argument. In the words of Mr. Theobald, which are still ringing in my ears, I would like you to see the University point of view, and I would very earnestly and vehemently at the same time ask the University people to look at the Secondary School point of view. We are working in a world of compromise, and we must compromise. Even if the scheme is bad, let us work the bad scheme for a year or two. I suggest a conference of the S. S. L. C. Board and the teachers assembled here. Let there be a thorough thrashing out, and the people will see the other

point of view. In case there is going to be a change, let us see that there shall be the minimum change that is absolutely necessary for wiping the supposed wrongs that are in the present scheme. It is only then that there will be a real improvement. Let us not change it merely for the name of changing.

With regard to (b) let us not quarrel about five. Elementary Science, Elementary Mathematics and Geography go together, and they together make the pupils see Nature in proper perspective. I say lighten the syllabus. I suggest a compromise with the University. Why should not, as in the old Matriculation days, the University people select for the specialization in the Intermediate and insist upon a 50% in History, or Geography, or Elementary Science, which the candidate choose to take? You can have two courses, an elementary course and an advanced course. At any rate, I am not for giving up any of the subjects. It is not for Geography alone I am pleading. I am pleading for the retention of all the subjects and I won't say five, but six subjects: namely, our language and English; Elementary Mathematics and Science; History and Geography. If there is any change necessary, change the syllabus and change the number of questions for alternative portions in the syllabus.

*Mr. K. A. Nilakanta Sastri:*—I shall confine my remarks to parts (a) and (b) of the resolution before you. This is a very amusing debate in which arguments and phrases seem to be curiously changing sides. It has been argued on the one hand that a scheme of 5 compulsory subjects is a scheme forced on the schools by the University. On the other side, it is argued that a scheme of 3 compulsory subjects and two optionals is something which the university is seeking to force upon schools. It has been pointed out that schools have already equipped themselves for the new Elementary Science Syllabus and therefore it is too late to go back on the scheme. On the other hand, it has been pointed out that there should be specialisation in certain subjects. I do not want to weigh the pros and cons of these various arguments too nicely. I point out to you that the question of the contents of the Secondary School course is a separate question which stands by itself. It is in that spirit I worked on the Committee which produced the scheme now actually in force, and it is in that spirit that I will view the question to-day. I am actuated by the feeling that a sound system of Secondary Education, if it does its work properly, must, amongst other things, fit pupils for entrance to the University. If the University is satisfied that this is so, by

all means will it accept the S. S. L. C. as the equivalent of the matriculation. If it is not, it is the University's job either to take the pupils as they come and give them the further supplementary training for them to fit into the university system, (hear, hear), or to devise what other means they would like. These are my fundamental views. I do not propose to alter them for any reason. It has been argued that Elementary Science has not been properly taught. May I humbly ask: how long has it been taught? We are just fitting into the things. The teachers have hardly had time to look around and see what they can do about. It is too soon to go back. That is my feeling. I do believe that if text books have got to be revised, they will be revised. I think that a sound system of education does mean a certain modicum of intellectual training that has to be given to every pupil that passes through it. Now we are up against the argument that there is no freedom. Freedom is a very good word. But it can be used in very wrong contexts. This desire for being different from one another is a good desire within limits. And I say if you give us a scheme of five compulsory subjects, strangely enough Mr. Saranathan says that the five subjects that we have are not enough. That is another instance of arguments and phrases changing sides. I believe that specialisation as it was called, and as it was to some extent in the old S. S. L. C. has been ruled out by the experience of 15 years or more. If you go back to-day, I am sure the same experience will be repeated and you will come back to the same conclusion. Let us gather what we have gained by experience and not throw away what experience has taught us. I believe that the Conference will be wise in passing the resolutions as they have been drafted and placed before you. What this conference wants to say is we do not want to wreck the framework of the present scheme. I want to say very definitely that the opinion of the Teachers of the Province assembled in this conference is definite on the framework of the S. S. L. C. Scheme.

#### THE FOURTH DAY—18-5-33

The following other resolutions were then passed at the next sitting of the Conference on Thursday at 8 a.m.

#### BILL RE. TEACHERS' SERVICE CONDITIONS.

*Mover:* Mr. V. Saranathan.

*Second:* Mr. S. K. Yegnanarayana Iyer.

This Conference resolves to appoint Select Committee consisting of Messrs. S. K. Yegnanarayana Iyer, C. V. Krishnaswamy Iyer, K. V. Krishna-

swamy Iyer, M. S. Sabhesan and S. T. Ramanuja Iyengar with Mr. Yegnanarayana Iyer as convener to consider the bill published in the S. I. Teacher, to elicit the opinion of the affiliated Guilds and get it introduced in the Madras Legislative Council before the next Conference.

#### S. I. T. U. PROPAGANDA COMMITTEE.

*Mover:* E. N. Subramania, Chittore.

*Second:* S. Srinivasavaradan of Madras.

This Conference is of opinion that a standing propaganda committee of Teachers and some M. L. C's. should be appointed to do propaganda work with the members of the Legislative Council, in and out of Council Sessions regarding the programme of work of the South Indian Teachers' Union.

#### EDUCATIONAL FINANCE—THE GRANT-IN-AID CODE.

*Mover:* Kalyanasundaram Iyer of Tirukattupalle.

*Second:* M. S. Sabhesan.

*Supporter:* K. S. Subramania Iyer of Madurantakam.

(a) This Conference deeply regrets that in spite of repeated requests, the Government have not made clear the working of the principles on which the allotments of teaching grants are made to aided schools, and urges the Government to publish the rules so that the Managements might know definitely the amounts of grants to which they are entitled.

(b) This Conference requests that before any item of expenditure in the financial statements of an aided school is disallowed by the Department, an opportunity be given to the Management for explanation.

(c) This Conference recommends that the Directors' proceedings sanctioning Teaching Grants to a school do show separately the general teaching grants contemplated in Rule 32 sub-rule (a) and (b) and the amount of compensation for loss in fee-income on account of the award of the fee-concession under Rule 92 of the M. E. R. and the expenditure on scholarships and fee-remissions contemplated in Rule 32 sub-rule (a) and (b).

(d) This Conference reiterates the resolution No. 32 of the Madura Conference of 1932 with regard to standard scale of salaries and earnestly appeals to the Government to expedite the revision of the Grant-in-aid Code so as to fix two-thirds of the net cost to Managements as the irreducible minimum of teaching grant.

## SECONDARY EDUCATION.

*Mover:* V. Saranathan, Trichinopoly.

*Seconder:* E. H. Parameswaran of Ambasamudram.

(a) This Conference requests the Government to appoint a Committee with a fair representation of those actually in the teaching profession to enquire into the condition of secondary education in general in this province with special reference to (1) the nature and extent of state control over Secondary Schools; (2) the relationship between teachers and managers; (3) the adequacy of grants to aided schools and subsidies to local bodies; (4) the medium of instruction; (5) the necessity for a vocational bias in secondary schools! (6) the appropriate curricula of Secondary Schools. (b) This Conference, recommends that a Secondary Education Act for the Province be framed on the basis of the report of the Committee of enquiry.

## ELEMENTARY EDUCATION.

*Mover:* R. Srinivasa Iyengar, of Peelamedu.

*Seconder:* R. Panchapagesa Iyer, Kadambar.

This Conference is of opinion that the problem of concentration and consolidation of Elementary Schools, the position of single teachers' schools and the duration of the Elementary Education course should be investigated by an expert committee of officials and non-officials and that steps be taken to amend the present Elementary Education Act as early as possible.

## TEACHERS AND ADULT EDUCATION.

*Mover:* Sankara Iyer of Tinnevely.

*Seconder:* S. K. Yegnanarayana Iyer of Madras.

This Conference uses (a) that Teachers associations ought to take a deeper interest in Adult Education a new movement vital to the growth of the nation, (b) that for the furtherance of Adult Education referred to above, Teachers' Associations ought to start branches of the Madras Library Association and induce the Local Board or Municipality in their centres to start public lending libraries.

## S. S. L. C. BOARD.

*Mover:* N. S. Venkatarama Iyer of Karaikudi.

*Supporter:* N. Rangaswami Iyer of Kumbakonam.

(1) This Conference is of opinion that the present S. S. L. C. Board should be abolished and that new Boards should be constituted for each linguistic area.

(2) That since little or no useful purpose is served by the record of school work in the S. S. L. C. Book, the practice of maintaining that record during the three years should be given up:

(3) That all S. S. L. C. Text-books for the new year be announced and made available in April every year;

(4) a. That Examinations shall commence in the first week of April; that there shall be only one session of Examination for each day and (c) that no member of the S. S. L. C. Board shall be an Examiner or an Assistant Examiner.

## REMUNERATION TO S. S. L. C. EXAMINATION SUPERINTENDENTS.

*Mover:* Srinivasavaradan of Madras.

*Seconder:* K. Parthasarathy of Kurnool.

This Conference views with regret the withholding of the remuneration to Chief Superintendents of the S. S. L. C. Examination, suggests that they be paid the same, and that in the case of the Assistant Superintendents who are asked to go out of their stations for supervision work, a proportionate batta be paid.

## HEADMASTER AS CHIEF SUPERINTENDENT.

*Mover:* Srinivasa Varadan, Madras.

*Seconder:* N. S. Venkatarama Iyer.

*Passed nem con.*

This Conference urges on the Government the deletion of the clause in M. E. R. compelling Headmasters to be Chief Superintendents for S. S. L. C., examinations, unless they are given custody of papers.

## RECRUITMENT AND TRAINING OF INSPECTORS.

The resolution lapsed.

This Conference is of opinion that the inspectorate should be recruited from the ranks of experienced Teachers and that District Educational Officers, like Civil Servants, should undergo a period of training in all branches preparatory to functioning as such.

## TEXT-BOOK SELECTION.

*Mover:* V. Saranathan.

*Seconder:* T. P. Venkatachalam of Malabar.

This Conference strongly depreciates the practice of managements of schools interfering in the matter of the selection and prescription of text books in different classes and suggests that the matter be left entirely to the teachers of the school.

## HEADMASTER AS CLASS TEACHER.

*Mover:* K. S. Chengalayan, (Krishnagiri).

*Seconder:* M. R. Rangaswami Iyengar of Manamadura.

This Conference is of opinion that G. O. No. 1804 dated 10th December 1932 suggesting to the Local bodies as a Retrenchment measure the ad-

visability of abolishing the post of one of the teachers in the higher forms in those schools where the strength is less than 400 and treating the Headmaster as a class teacher will, if given effect to, impair the efficiency of instruction and lower the Standard of education, besides causing manifest hardship to teachers, and hence requests the local bodies not to give effect to the said G. O.

#### PROVIDENT FUND.

*Mover:* P. S. Ganesa Sastri, Trichy.

*Seconder:* V. Aravamuda Iyengar, Madura.

1. This Conference requests the Government to amend the Provident Fund rule for local bodies so as to give greater facilities for taking advances, as is being done in the case of Government General Provident Fund.

2. This conference requests the Government to amend the Provident Fund Rules for aided School Teachers so as to permit them to utilise their Provident Fund for payment of Life Insurance Premia.

3. This Conference prays that a uniform rate of interest at  $4\frac{1}{2}$  per cent may be allowed on the teachers Provident Fund instead of the privilege of investing it in the Postal Cash Securities and that changes necessary be made in the Provident Fund Rules,

4. This Conference requests the Government to revise Rule 14, (1) of the P. F. Rules to raise the rate of bonus to be paid by authorities from  $1\frac{1}{16}$  to  $1\frac{1}{12}$ .

#### CHIEF AND ASSISTANT EXAMINERS.

*Mover:* P. R. Subramanian, Pudukottah.

*Seconder:* K. R. Venkateshan, Kattuputtur.

This Conference requests the S. S. L. C. Board to appoint only teachers in High Schools as Chief and Assistant Examiners.

#### MADRAS UNIVERSITY LIBRARY AND GRADUATE TEACHERS.

*Mover:* A. Rama Aiyar.

*Seconder:* S. K. Yegnanarayana Iyer.

This Conference is of opinion that the facilities afforded to lecturers of colleges in the matter of the use of the Madras University Library should be extended to teachers in recognised Schools of the Presidency, outside Madras.

#### RAILWAY CONCESSION TO PUPIL-TEACHERS AND BONAFIDE TEACHERS.

*Mover:* M. K. Ramamurthy of Madras.

*Seconder:* G. Srinivasachari.

This Conference requests the Government and the Railway administrations to include pupil teachers undergoing training in Training Schools and College and bonafide teachers attending Educa-

tional Conferences, among those allowed to travel at concession rates.

#### FREE EDUCATION TO TEACHERS' CHILDREN.

*Mover:* V. Srinivasan of Madras.

*Seconder:* K. S. Subramaniam, Madurantakam.

This Conference requests all managements to give free education to the children of teachers in their institutions.

#### PRESIDENT'S CONCLUDING REMARKS.

In bringing the proceedings of the Conference to a close, the President, Mr. N. S. Subba Rao, said:—

Ladies and Gentlemen,—The first thing I have got to say is once again to give expression to my renewed feeling of gratitude for having been called upon to be with you all these four days and participate in the functions of this Conference. The pleasure has been many sided, and apart from the proceedings which were most interesting in themselves, I had opportunities of renewing old friendships; the most important of the new friends is, of course, your very genial and spirited Chairman of the Reception Committee, Mr. V. Saranathan. It has fallen to my lot to preside over Educational Conferences in the Mysore State, where the members happened to be in Government Service and mostly in the Departments, unlike gentlemen here assembled. And when I go back, I shall always make it a point to consult a teacher in any scheme of reforms.

As regards the work of the Conference itself, it has been exceedingly interesting and crowded. You have ever so many conferences, and I think the expenditure of time and effort has been somewhat hopelessly extravagant. It seems to me there was one important gap—if I may say so without offence—in your discussions, in your mental horizon. When one is in the University, one occasionally takes notice of the High School Teacher. But very rarely it happens that one takes notice of the Primary or Elementary School Teacher. To my mind it seems that the Primary School teacher is frequently forgotten. We should give some more importance and more attention to the problems of Elementary Education. I venture to say that the problem of literacy and of Primary Education should be the problem in the coming generation. Political development and social reform are the results of a considerable expansion of literacy, the real element of Primary Education. Real culture should be taken to the villages. It would be a pity if you do not give attention to Elementary Education. The Primary School Teacher suffers, like other people, from what is called inferiority complex in these days.

The question of emoluments is important for everybody. Something must be done to give these teachers the minimum economic existence if they are to live decently. I am suggesting now that you want in this country in the coming years a huge army of Primary School Teachers. You must be able to sustain by broadening the basis of Primary Education. That can never be done unless you get these people in the villages living contented. You should pay more attention to the life of your children whom you entrust to these teachers. I suggest for your consideration some kind of scheme to get for Primary School teachers more money and better status.

I would also suggest the Trade Union spirit to you. In these days of competition and consolidation we need not feel any kind of shame or diffidence if people call us Trade Unionists. You should feel that the Association is not merely a fighting body, but has got some positive functions, such as the establishment of your own Protection Fund.

I am deeply grateful for the opportunity to feel once more what Mr. Sabesan called me the other day, a Madras. (Applause.)

#### VOTE OF THANKS.

Mr. V. Saranathan in proposing a hearty vote of thanks to the President said:—

It is now my duty and my pleasure not only as Chairman of the Reception Committee but as a member of the Conference to voice forth our affection and our admiration for our President, Mr. N. S. Subba Rao. He has referred to his inmost feelings that Madras was and is likely to remain to him a spiritual mother. And he remembers that some of the best friendships that he has had the good fortune of securing in his life have come to him from amongst us. But we on our side may also express our regard, pay our homage, to the ruler of his State, to His Highness the Maharajah of Mysore, to whom he owes the loyalty of a subject and the affection of a friend and officer. We in British India cannot fail to cherish these relics of the old Indian loyalties that have been resuscitated under a benign Government. I for one have always felt, as Pandit Malaviya, the foremost of living Hindus has said, that the Kings of India, both Muhammadan and Hindu, are entitled to the affection of All-India. And may I therefore reciprocate the love which Mr. N. S. Subba Rao has expressed for us and for our country. We shall reciprocate that love because we find in his State the ancient symbol of Indian loyalties still upheld with its honour undiminished, and we find in her citizens and in her people

not only under a Federal aegis but under a spiritual racial aegis the formation of the Indian national character which has gone on for several centuries.

And you, Sir, said so many kind things about my devotion to you during your stay here and you put them though humorously, I think we left a great many things for improvement in our attention. We can never forget that you belong to a most distinguished service, that you are pucca Mysore Officer, and that we know a Mysore Officer is sometimes more heaven-born than a heaven-born Civilian. You have, Sir, with your force of pride in our race, with the bonds of kinship made in those tender years of your education, laid aside this high natural prerogative. And you have fraternised with us in a way which we shall not forget. (Applause.) You have suffered us kindly, not merely the fools among us, but the impolite among us.

We regard you as a sagacious elder brother and as an Indian. We regard you as one—in spite of outward differences—in the true hierarchy of Indian students and teacherhood.

And, Ladies and Gentlemen, there is no greater evidence of that than in the wonderfully benign speech—a speech full of sagacious wisdom of the greatest teachers only, which you find in the concluding speech of our President. I cannot forget what homely wisdom, what perfect sympathy, what true love—love which is at the basis of understanding—love which is true understanding, were to be found in that speech. I hope you will cherish all your lives what he thinks of the hard lot of the poorest amongst the teachers of the country. In the final consummation, what matters is sympathy. Unless sympathy is born between the educated and uneducated, between the fully educated and the half-educated like us, unless sympathy and kinship are born, this country cannot revive, this country cannot be regenerated. And we take him as a shining example of wisdom and scholarship united with sympathy, with a skill of understanding human nature, patience and firmness, of which we have known this morning.

And on your behalf I thank him again for having given us the benefit of his immense graciousness of his presence and his companionship. (Applause.)

The General Secretary, Mr. S. T. Ramanuja Iyengar, said:—Ladies and Gentlemen, I now stand before you to exercise my prerogative as General Secretary of inflicting a speech upon you at the closing session of this momentous conference. At the outset I must apologise to you all and to the

President in particular for having delayed my attendance here and I must also apologise for the shortcomings in our arrangements and the inconveniences which we have caused to many delegates in the matter of booking lodging and in the matter of other sundry arrangements.

On this occasion of the closing of this exacting and momentous session, I may be pardoned if I just give you a short resume of the work that we have done as a body. At Madura, we invited the Provincial Conference to hold its session. The District Guild carried with it a mandate to invite the Conference. We gave a new turn to the S. I. T. U. life by making the Guild President, the Chairman of the Reception Committee, instead of going about to seek public men to carry on our work of the Reception Committee. That is a new feature of this conference. And we are proud of the fact that we have been able, during these eight or nine months at our disposal, to carry on the work which we undertook to our satisfaction, and, I hope, to the satisfaction of the President of the S. I. T. U. I may tell you that we have issued nearly 10 bulletins which cost us nearly Rs. 800 by way of postage and printing, all in the interests of the organisation and with a view to spread the gospel of the S. I. T. U. to all educational institutions whether in British India or in States. In fact, we wanted that the S. I. T. U. should not be confined to British India but that it should embrace also the Native States, and to-day we have, as a result of it, representatives from all the linguistic areas in our Province and representatives from all the States of South India except Hyderabad. This is a matter, again, for congratulation, which the S. I. T. U. will take note of.

We have always been attended with good luck throughout this period of eight months. For instance, this conference is the most representative gathering we have ever had, of nearly 700 delegates. That is a record gathering. And from here, I would like the Departmental Officers and Ministers of Education to note that we who are assembled here are a representative body, and that the resolutions that have gone forth from here have the backing of 88,000 teachers. (Hear, hear.) We want our Ministers to note that fact, because democracy recognises the force of numbers.

Another point which I wish to mention in this connection is the co-operation that has subsisted between the Reception Committee and the S. I. T. U. I have known as a worker of the S. I. T. U. for the past fifteen years, that sometimes there was not such harmony as there should be between the Reception Committee and the S. I. T. U. Executive. I am here to say that there has been

absolute harmony throughout between the S. I. T. U. Executive and the local Reception Committee, and that again is a proof of the fact that affiliated associations and the central organisation could work in harmony without any divergence of the opinion.

Another point about this conference is that it is the most broad-bottomed conference that we have been able to organise in these 25 years. There have been so many conferences attached to this. There has been no clash between one section and another, and we have been able to carry on the business of each conference in the best manner possible. That shows not only our ability as teachers to shoulder responsibility of any kind, not only our ability to organise demonstrations of this kind at a cost of nearly Rs. 4,000, but also our ability to show to the world that we teachers are able to demonstrate our ability to establish unity amidst diversity, especially because the S. I. T. U. contains men of different races, Europeans and Indians, men of different religions, men of different creeds and different equipment. In spite of all these diversities, we have been able to demonstrate our unity, and, as the Chairman of the Reception Committee said in his address, we are becoming teachers of men.

I feel as General Secretary that, in spite of all the hardships which we have inflicted, in spite of all the inconveniences and the shortcomings, you as a body have shown that teachers are coming together, that we are one, as Mr. Theobald wanted us to be.

And it now remains for me to formally move a vote of thanks to the long list of people to whom we are indebted, and I now begin to move a resolution formally:

(a) This Conference places on record its sense of thankfulness to the President of the Conference.

(b) Thanks to the Bishop Heber authorities for lending of Conference Office for 10 months, Hostel vessels, High School Hall, Walsh Hostel, and College premises.

(c) St. Joseph's College authorities for Conference Hall, Exhibition grounds and lodging quarters at Clives.

(d) National College authorities for College High School, Hostels, vessels, and for placing the entire man-power of the College at the disposal of the conference all these 8 months.

(e) The Holy Cross authorities for placing the Hostel at the disposal of the lady delegates.

(f) Mr. N. C. P. Swamy for placing Chinniah Pillai Choultry at our disposal.

(g) Manager, E. R. High School, for lending furniture.



(h) Town Hall authorities for lending furniture.

(i) Municipal authorities for lending the Municipal Public Hall and the Municipal Choultry.

(j) Mr. Rajagopala Pillai of Bikshandarkoil for lending vessels for the mess.

(k) All the local bodies who have contributed to the funds of the conference—District Board, Trichinopoly, Municipal Councils of Trichy, Karur, Srirangam, and the Taluk Board of Kulitalai.

(l) All the donors and the members of the Reception Committee and in particular Sir T. Desikachari whose help has contributed not a little to augment the funds of the conference and to the Pudukottah State for a state subsidy.

(m) To all Secretaries of Teachers' Associations in the District and Local Collection Agents who have helped in the collection of funds.

(n) To all the Ladies and Gentlemen who have contributed papers and delivered lectures.

(o) To all co-workers who have worked through thick and thin in an ungrudging spirit and espe-

cially to the Sub-Committee Secretaries who have spared no pains to do their best.

(p) To the publishers who have responded to our call to run show rooms, thus demonstrating the partnership of Educationists and Educational Publishers.

(q) To all volunteers who have for the past 20 days worked at tension for 14 hours a day.

(r) To the Anicut authorities for facilities in the excursion.

(s) To the Golden Rock authorities for affording facilities in the excursion.

(t) To Mr. C. Viswanathan for his Bharathi Songs, and finally to all who have contributed towards the success of the conference.

The thanks of the delegates to the Reception Committee were expressed by Messrs. K. Parthasarathy Iyengar on behalf of Kurnool, T. P. Venkatachalam on behalf of Malabar, and N. Subrahmanya Iyer on behalf of Madras.

With another Bharathi song from Mr. C. Viswanathan, the session came to a close.

## EDUCATIONAL EXHIBITION

The Educational Exhibition organised in connection with the 25th Provincial Educational Conference was opened before a large audience by Mr. N. S. Subba Rao, the President of the Conference, in the Lawley Hall of St. Joseph's College, at 5-15 p.m. on the 15th May.

Principal V. Saranathan requested Mr. N. S. Subba Rao to open the exhibition in the unavoidable absence of Sir T. Desikachari, Kt., who was to have presided over the occasion.

The Secretary of the Exhibition Committee, Mr. N. S. Narasimha Iyengar, B.A., L.T., presented the Committee's Report. He said:—

I have great pleasure in presenting the Report of the Exhibition Committee of the 25th Provincial Educational Conference.

The Committee was formed after the Madura Conference by the District Teachers' Guild, Trichinopoly, with Mr. M. C. Rajagopala Naidu as Chairman and Mr. N. S. Narasimha Iyengar as Secretary. Among the members of this Committee are Sister Sophie, Miss Old Meadow, Miss Schubert, Miss Marshall and Miss Margaret Mahadevan.

The Committee started work in September last year when it announced the holding of a Provincial Educational Exhibition designed to give an idea of what teachers and pupils in schools and college are doing and to give practical guidance to teachers by emphasising modern tendencies and educational developments. Heads of educational institutions of all grades and kinds were requested to co-operate towards the success of the Exhibition.

In December, institutions and individuals were circularised to participate in the Exhibition and they were requested to send lists of exhibits with detailed descriptions of the same for inclusion in the Guide Book and Directory of the Conference. In response to the circulars which were issued to educational institutions all over the presidency and in spite of the Exhibition being an annual show, the response has been sufficiently encouraging.

The following districts have participated in the Exhibition:—

1. Trichinopoly.
2. Salem.
3. South Arcot.
4. Tanjore.

5. Ramnad.
6. Madura.
7. Tinnevely.
8. Pudukkottah.
9. North Arcot.

The exhibits have been classified topically and according to their place in the school curriculum with a view to give practical guidance to school authorities and school teachers.

The following are the heads under which the exhibits have been classified.

1. Child Education,
2. Elementary Education,
3. Vocational Education,
4. Scouting,
5. Teaching Aids,
6. Hindi and Marathi,
7. History,
8. Geography,
9. Science,
10. Fine Arts,
11. Fine Arts in colours,
12. Gaiety Show, Kadamboor,
13. Live Stock, Pasumalai.

The Child Education section of the Exhibition consists of Card Board models, Glass Work, Paper Folding, paper matting, sand paste model in eggs, etc.

The Elementary Education Section consists of exhibits prepared and collected by Mr. Jaganathan. The Vocational Education Section consists of Fret Work, wood carving, modelling in paper, card board, soap, wax, chalk and clay, artistic garlands made of paper, thread and spices.

The Scout Section is equipped by exhibits collected by the District Scout Association and it consists of Scout mottoes, model camp, bamboo bridge and the album of principal Scouts of India.

The Teaching Aids Section consists of picture composition cards, illustrations and dialogues in black and white, lantern slides, illustrative of physiology and a model umbrella illustrative of the heavenly bodies.

The Collection and Cartoon section consists of newspaper cuttings of numismatics, herbarium collections, stamp album, match box labels, and Christmas Cards. There are also cartoons representing the swing of the pendulum in the matter of the content of the S. S. L. C. curriculum, chan-

ges of S. S. L. C. syllabus, the necessity for industrial Education, Elementary Education, etc.

Hindi-cum-Bharathi section is equipped by the Hindi Pracharak Committee consisting of charts illustrating the necessity for learning Hindi and comparative statistical graphs about the Hindi knowing people in India besides literary magazines and pamphlets in the coming all India language.

The Bharathi section is equipped by Mr. C. Viswanatha Iyer, brother of the late Mr. C. Subramania Bharathi, the pioneer in the renaissance of Tamil Literature. The section also contains the complete works of Bharathi so far published by the "Bharathi Prachuralaya".

The History room consists of historical albums, maps and charts and typical scenes and incidents in the history of vanished empires and current events.

The Geography room consists of models in relief of continents—in clay, in paper pulp, card board; regional wall maps, statistical graphs; regional picture cards; children of the world in paper cuttings; children of the wild in magic lantern slides, slate globes and sand models besides a model to indicate the apparent migration of the sun.

The Science room consists of a model skeleton in wood. Physiological charts, models of the abdomen in clay and natural science charts in pen and ink; photo development besides models of a power house, aeroplane and pumping station run by electric current.

The fine arts section consists of chalk work, crayon shade, pen and ink drawings, landscape paintings, still and live pictures in crayon, monogram paintings and water and oil colour works. There are also valuable and costly exhibits from girls' schools relating to embroidery and needle work.

The Gaiety show of Kadambur is a beautiful model consisting of celluloid, the merry-go-man; tennis and badminton courts and a Tea party—all worked by electricity.

The livestock Section is an interesting addition to the Exhibition run by the Training School of Pasumalai.

Special mention must be made of the following institutions which have participated in the Exhibition in Trichy:—

Government Training School; The Holy Cross Girls' College; The Viscountess Goschen Training School for Muhamadan women; The St. Phelomena's Girls High School; R. C. T. &

Boarding School; The Bishop Heber High School; The St. Joseph's High School; The Municipal High School, Karur; The Railway School, Golden Rock; The Board School, Thottayam; Zamindar's High School, Kattuputhur; The National College Branch Aryan Secondary School; The St. Angel's Training School; The Board High School, Musiri; The National High School, Trichy; The Municipal School, Srirangam; E. R. High School, Trichy; The High School, Srirangam; The South Indian College of Commerce, Trichy; The Methodist Girls' School, Worur; The St. Joseph's European Girls' High School; The Board Elementary School, Ariyalur; Board Middle School, Udayarpalayam; The Saraswathy Vilas Elementary School, Trichy; Ponniah's High School, Palakarai, Trichy; The Board Girls' School, Thuraiyur and the Board High School, Ariyalur.

Among outside Districts, G. H. M. High School, Salem, has specialised in collections and cartoons; the Pachayappa's High School, Chidambaram in Geography, Fine Arts, and collections and Vocational Education, The High School, Thirukkattupalli in Vocational Education, The Town High School, Kumbakonam, in Vocational Education, O. V. C. High School, Manamadurai, and Government Training School, Kurnool, in Vocational Education and Fine Arts. The Banadurai High School, Kumbakonam, in History; The Board High School, Wandiwash, in Geography; The Kalyanasundaram High School, Tanjore, in Science.

Our thanks are due to:—

Heads of institutions; Secretaries of Teachers' Associations and School Authorities who have evinced interest in response to the call of the Exhibition Committee of the XXV P. E. C. Reception Committee.

With this statement I request our learned President to declare the Exhibition open.

#### MR. SUBBA RAO'S ADDRESS

Before declaring the Exhibition open, Mr. N. S. Subba Rao, said:—

Ladies and Gentlemen,—The Exhibition as arranged has been very gratifying to me personally in one important respect. In the course of my Presidential Address this morning, I was trying to lay stress upon the place of Fine Arts in Education in relation to leisure in particular. I am therefore gratified to find that, although Fine Arts finds no place in the School Curriculum, the innumerable exhibits, of which reference has been made in the Exhibition Committee's Report, show that if only students were given

adequate opportunities, they can develop their sense of beauty. And apart from the immediate expression of beauty, the exhibits appeal to the people on account of the fact that they represent the important place occupied by vocational education, especially in training of the hands and the eyes. As regards Fine Arts, I think it is very important that some kind of systematic study of these subjects should be developed in our schools. It is not necessary that everyone should become an artist by profession; we need not and could not all of us become musicians

or painters and sculptors. Every one can and should develop a sense of beauty and all should develop some kind of hobby or other. The Secretary's statement did not give any specific reference to a hobbies section in the exhibition. But I think that the exhibition will show that the boys are cultivating some hobbies too. It is also very important in our students' economical occupations to earn a livelihood. I shall not stand between you and the exhibition much longer, and I have great pleasure in declaring the exhibition open."

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## SILVER JUBILEE OF THE S. I. T. U.

The Silver Jubilee of the South India Teachers' Union was celebrated in the Lawley Hall of St. Joseph's College at 5-30 p.m. on Tuesday, the 16th May, 1933, with Rev. W. M. Theobald, Principal, Brecks Memorial High School, Ootacamund, and the first Secretary of the S. I. T. U. as President.

Prof. S. K. Yegnanarayana Iyer, the President of the S. I. T. U. in requesting Mr. Theobald to take the Chair, made the following speech:—

"Ladies and Gentlemen,—In the unavoidable absence of the Rt. Hon'ble Sastriar, I propose Mr. Theobald be requested to take the Chair. (Applause). Mr. Theobald whom you see before you is a founder of the S. I. T. U. (Applause) whose Silver Jubilee is being celebrated to-day. In the Souvenir Volume which has been published you would find what preliminary work he had to do, what difficulties he had to overcome before he could get the seed planted, and it would be some gratification to think to see his child is growing strong. We could get no better man than Mr. Theobald himself to deliver the Silver Jubilee Address. It is very unfortunate that we could not get one of the greatest teachers of South India, who has acquired international reputation as a politician and a statesman, to preside over this evening's celebration as we wanted to. Mr. Theobald would be both the Chairman and the Lecturer of the evening. I propose Mr. Theobald to the Chair. (Applause).

Mr. Theobald on taking his Chair was garlanded. He called upon Mr. S. K. Yegnanarayana Iyer, President of the S. I. T. U., to make a statement of the work of the S. I. T. U.

Mr. S. K. Yegnanarayana Iyer said:—Ladies and Gentlemen,—The Statement I have to make is a very short one. In fact it is given in pages 1-8 of the Souvenir Volume which I hope is in the hands of every one. I have merely to state that the S. I. T. U. has been working on, struggling against great difficulties, and has been attempting to do good work in various ways.

I should like on this occasion not to mar the harmony by making a pathetic plea on its behalf, but still it is my duty to bring to your notice the extremely unsatisfactory nature of our financial condition. We are a family gathering, and it is nothing but fair that we should know how exactly we stand. And we make an appeal to all of you teachers all over the pro-

vince to come in large numbers within the fold and also increase our financial stability. We have sent forth an appeal for a capital sum of Rs. 20,000, which, working out at the ordinary market rate of interest, would give us roughly about Rs. 100 a month. We require that Rs. 100 as the minimum amount necessary to run our office efficiently. If we want to post one letter or circular to all the schools and colleges in our Presidency, it costs us nearly Rs. 40. And we should, in order that our work may be carried on efficiently, be sending circulars, not one, but at least two or three in a month.

It is not enough if we meet occasionally in annual gatherings like this and disperse to sleep, over the affair for one year, and revive the activity at the beginning of the next Conference Season, to show some sort of galvanic activity for a week and go to sleep again. That kind of work won't do. We must do substantial and solid work from day to day in order that we may carry on the aims and objects of the S. I. T. U.

We want funds for all these. I am making an appeal to you to strengthen the ranks of the Union and to enable it to carry on the work efficiently and satisfactorily. (Applause).

Mr. Theobald was greeted with cheers as he rose to address the gathering. (The address is printed elsewhere in this issue.)

Prof. S. K. Yegnanarayana Iyer then read the following message from the Rt. Hon'ble V. S. Srinivasa Sastri.

### THE RIGHT HON'BLE V. S. S. SASTRI'S MESSAGE

I am grievously disappointed that circumstances prevent my taking part in the celebration of the Jubilee of the S. I. T. U. It is some consolation that I am enabled, through the kindness and courtesy of my friend, Mr. K. A. Nilakanta Sastri, to convey to the meeting my cordial greeting and desire for its success. The occasion is in itself full of interest. Occurring amid the many-sided proceedings of the yearly Conference of Teachers, it would have enabled me to take a rough measure of the great changes that education has undergone since I left the profession of schoolmaster now 26 years ago. It would be too much to expect in this imperfect world that all these changes are in the direction of progress. Many of them, however,

must reflect the general advance of time and the improvement of professional ideas. On the whole I am fully persuaded that the conditions in which you carry on your work are vastly better than those that obtained in my day, and I offer you my sincerest felicitations.

One aspect, however, of these conditions, gives room for speculation and even misgiving. No one can fail to observe the vastly increased part that Municipal and other Local Bodies play in the conduct and management of Elementary and Secondary Education. Have these bodies manifested special fitness for the high task? Do they take proper pride in their schools? Do they, in their treatment of teachers, show that they duly cherish the welfare of the coming generation and appreciate the place of the profession in the national economy? You are eminently fitted to give the answer to these important questions. Sir Alfred Bourne used to say, not without a tinge of sarcasm, that we must make our choice definitely between local self-government and education. He was positive that, if the public desired wider and better education, they must put it more and more in the hands of the State and less and less in the hands of other agencies. Some of us combated the idea vigorously and pleaded for the spread of the grant-in-aid system. Were we wise? Have Municipal Councillors and Members of District and Taluk Boards vindicated our faith in their capacity to understand and promote the needs of education and of the educational profession? One must hesitate before giving an affirmative answer. The blight that has descended on our local bodies is among the sorest afflictions of the day and education is but one of the vast interests that suffer. Others, besides the Schoolmaster, are concerned with the problem, of which the magnitude is indeed stupendous. But you have peculiar opportunities of studying certain sides of the problem and a moderate and reasoned statement of your experiences and the suggestions that those experiences indicate cannot fail to be of the highest value. If your programme allows, I beg respectfully to invite your attention to it.

#### MESSAGES.

J. H. STONE Esq., Poneys Close, Broad Lane, Bracknell, Berks.

Many thanks for your kind letter of the 9th March and for the Annual Report and Journal of the S. I. T. U.

I remember very well the forming of the Union and am very glad to learn of its success in improving the organisation and social uplift of the teaching profession by its educational conferences

and Provident Fund. I trust that it will obtain increasing support from the Teachers' Guilds and have great pleasure in offering it my congratulations on the good work already accomplished and my best wishes for the future.

Will you also convey my greetings to the many old friends of mine who must be among its members and to those also whom I do not personally know?

W. E. SMITH Esq., Acting Director of Public Instruction, Madras.

To every one in this Presidency who is interested in education the completion of 25 years' experience by the South India Teachers' Union must be a matter for satisfaction. From small beginnings the Union has developed into a central organisation having 17 District Guilds affiliated to it with a total membership of 3,265. The activities of the Union have included the publishing of a Journal, the maintenance of a Protection Fund for teachers, the holding of a Provincial Educational Conference, Education Weeks and Refresher Courses. For ascertaining the views of teachers on matters affecting their profession, the Union has opportunities which no other non-official agency possesses.

I have read with much interest the Twenty-fourth Report of the Union and seen also the very full programme of work outlined for the Silver Jubilee meeting and the 25th Provincial Educational Conference at Trichinopoly. In wishing the Conference every success I desire to assure the members of the South India Teachers' Union of my interest in its welfare and to say that I appreciate their efforts to focus the professional opinion of teachers on outstanding educational problems.

P. SESHADRI Esq., President, All-India Federation of Teachers' Associations and Director, World Federation of Educational Associations.

Please accept my heartiest greetings and good wishes on the occasion of the Silver Jubilee of the South India Teachers' Union. It must be a matter of gratification to all educationists in India that the Union has grown into such a powerful organisation and has contributed so much towards the advancement of the teaching profession. It is hoped that the Union will always keep before it the double aim of elevating the status of the teacher and of enabling him to acquire the highest professional efficiency possible.

D. P. KHATTRY Esq., B.A., L.T., Secretary, All-India, Federation of Teachers' Associations.

On behalf of the All-India Federation of Teachers' Associations, I feel great pleasure in sending you sincere and hearty greetings on the occa-



W. E. Smith Esq., I.E.S.,  
Director of Public Instruction, Madras.  
(P P. B.)



Rt. Hon'ble V. S. Srinivasa Sastrigal.





Dr. Sir J. H. Stone Esq.,  
1st President of the S. I. T. U.



Rao Bahadur R. Krishna Rao Bhonsle,  
I.S.O., Secretary to Commissioner for  
Government Examinations.

sion of the celebration of the Silver Jubilee at Trichinopoly. The South India Teachers' Union is the oldest Teachers' Association in India and has done pioneer as well as sterling work for the teaching profession. Its organisers and president have commanded the respect and admiration of the educationists of the other parts of the country while its members have shown enthusiasm and zeal worthy of being imitated by the members of the younger associations. The history of the Union is in a way the history of the teaching profession in India and the All-India Federation of Teachers' Associations is proud of its association with the premier union of the South. The workers of the Federation congratulate the workers of the Union on their sustained interest and splendid activities. We wish the Union decades of useful and important work in the service of the country.

A. R. WADIA Esq., B.A. (Cantab), Bar-at-Law,  
Professor of Philosophy, University of Mysore.

It has been a great pleasure to me to learn that you will be shortly celebrating the Silver Jubilee of your Union. In India unfortunately, associations expire almost as quickly as they are born and hence the Silver Jubilee of your Union is an event on which it deserves to be sincerely congratulated, specially by all who are interested in education. A life of 25 years of activity is an achievement in itself. May this continue for ever so many years more and may be celebrating other Jubilees in course of time!

J. P. COTELINGAM Esq., Retired Principal, Wardlaw College, Bellary.

The celebration of the Silver Jubilee of the South India Teachers' Union is an event of great importance in the history of educational efforts in South India. Every teacher, whether a member of the Union or not, must feel justly proud of the achievements of the Union. It is a landmark showing the advance made by teachers in their corporate capacity, from a position of dependence to one of self-reliance and self-expression. Time was when teachers in aided institutions, though they followed an honourable profession and acknowledged to belong to the noblest profession, did not get from the Government and the general public the recognition that was due to them. Their Services to the State though admitted were not duly recognised. The voice of the teachers, through the Union, is no longer a cry in the wilderness. Their pay and prospects have appreciably improved as compared with the situation twenty-five years ago. Though much remains to be done the S. I. T. U. has achieved commendable success in promoting *esprit de corps* among its

members, and as well on the pedagogic side of its activities.

What little has been accomplished by the teachers of Southern India is due largely to the noteworthy efforts of the officers of the Union, past and present. My memory goes back to the days when, in the Wesley College, Royapettah, the Provisional Committee of the Union met to frame the rules of the Union. Mr. S. Vasudevachariar, Headmaster, was, I believe, the convener of the Committee. Mr. W. M. Theobald, member of the National Union of Teachers, England, now the Rev. W. M. Theobald, Principal of the Breeke's Memorial School, Ootacamund, who suggested the formation of the Union, was with us. I would recall one other name among so many, that of the late Mr. A. Panchapakesa Iyer, Headmaster of the Mylapore High School, who rendered yeoman service as secretary during my tenure of office as president to bring about the establishment of the Teachers' Provident Fund. With greater co-operation the Protection Fund organised since then and other efforts to help the teacher will, I trust, meet with success in the years to come.

Rao Bahadur A. C. PRANATHARTHIHARA  
AIYAR, I.S.O., "Rukmani Vilas," Sundareswara  
Sreet, Mylapore.

I congratulate the South India Teachers' Union on the celebration of its Silver Jubilee and regret my inability to take part in it.

I well remember the time when, and the circumstances under which the Union was formed. It had its inception in the Madras Teachers' Guild, from which it was in a manner a secession, but with a more extended sphere of operations and a wider outlook. For some time it languished like a transplanted seedling, but under good workmen and with suitable soil, it soon grew healthy and strong sending its roots far and wide to the numerous Teachers' Guilds and Associations of the province affiliated to it. It is now a flourishing tree and is already yielding good fruit in certain branches, of which the most striking are the benefits of the Teachers' Protection Fund. In other directions too where the teachers have had to depend on themselves, there has been success. But the complete well-being of the teaching profession depends in no small measure upon extraneous help and requires full-hearted encouragement from the public and substantial appreciation from Government, in both which respects there is still much to wish for. We have not only to educate our youth, but educate the public as well in their duty to education and with the help of their co-operation bring pressure upon Government. Let us not lose heart that most of our considered re-

presentations have so far been only a cry in the wilderness, but continue to make them with greater and greater force till justice is done to us—till due recognition and support are given to the work we are engaged in for the removal of ignorance which is "the curse of God" and the promotion of knowledge which forms "the wings wherewith to fly to Heaven". Let us at the same time be sustained and animated by this high ideal of our mission in life and work "hearts within and God overhead" content with what amenities of life we can command.

A RANGASWAMI IYENGAR Esq., B.A., B.L.,  
Editor, "The Hindu," Mount Road, Madras.

There is no category of public workers more useful to the community as the teachers. At the same time there is no profession whose interests are so neglected as the teaching profession and so the need for organisation for self-protection is great. You could have no more able person to guide your deliberations than your distinguished president, the Rt. Hon'ble V. S. Srinivasa Sastri.

S. SATYAMURTHI Esq., Advocate, 2/18, Car Street, Triplicane, Madras.

I have great pleasure in sending a message of very hearty felicitations to the South India Teachers' Union, on the occasion of the celebrations of its Silver Jubilee on the 16th of May 1933. Twenty-four years is a long period in this country of short-lived institutions and of short-lived men. The Union has every right to be proud of its long, useful, and honourable existence. It has a still greater future before it. The friends of the Union earnestly wish increasing strength and popularity to it. Great harm has been done by the use or rather abuse of the sentence, "Teaching is the noblest of professions but the sorriest of trades." Neither statement is absolutely true. Teaching is a noble profession. It is not a trade, much less the sorriest trade. I earnestly appeal to the teachers to have confidence in themselves, and in the Union. In the spacious days of democracy to come teachers can and will play a great part. It will also be a beneficial part, if the teachers will rise to the occasion, and discharge their duties without fear or favour. Pray that God will give them strength to play their worthy part, in the reconstruction of a greater India. I claim to be a humble friend of the teachers of South India, having been one myself. I have tried to serve them in the past, according to the best of my lights; and I promise them that my humble service will always continue to be at the disposal of the South India Teachers' Union.

May the Union grow in strength and prosperity!

R. FOULKES, Esq., Fischer's Gardens, Madura, South India.

I am glad to hear that your Union has lived to an age when it can celebrate its Silver Jubilee. It augurs well of the future. Troubles, as well as triumphs, lie ahead, and unity must be your watchword. Every teacher who desires to raise the standard of his profession must join your Union, for it is only by a united effort that teachers can rise individually.

My best wishes are with you.

Rao Bahadur P. V. SESHU AIYAR, B.A., I.E.S.  
(Retired), Peruvemba, Malabar.

I was one of those present at the Wesley College, Royapettah, in 1908 when the S. I. T. U. was constituted under the presidency of Sir Henry Stone, then Principal, Presidency College, Madras. Ever since, I have been, in my own humble way, interesting myself in the activities of the Union and I am glad to note that the S. I. T. U. has been steadily growing in strength and usefulness and that its Silver Jubilee is to be celebrated on the 16th May 1933.

This is the fittest occasion to impress on the teachers of South India that they should rally round the Union in large numbers and with greater solidarity and selflessness than at present. The country as a whole is in need of such a spirit of self-sacrifice and organisation, in the present stage of our national evolution. And teachers, especially, as the moulders of the coming generation, must set an example in the practical realisation of these qualities instead of waiting for others to lead the way. Every teacher must feel it his duty to join the Union and actively participate in its work, without at the same time, allowing his sense of self-importance and conceit to affect the discipline and harmony of the organisation.

The agitation, for improved pay and prospects of teachers must, no doubt, be carried on with undiminished and, if possible, increased vigour. But along with this, the S. I. T. U. should also evince a keener and more living interest in academic questions connected with the development of education on healthy lines suited to our national requirements. For this the formation of sectional groups and development of sectional activities are highly desirable and the S. I. T. U. should lose no time to chalk out a clear and well-conceived programme of constructive work for the achievement of these ends.

But, above all, the teacher must hold his ideals high. He must be a model of simplicity and selfless service, having "plain living and high thinking" for his motto. If in these days of aggres-

sive materialism this message should sound displeasing to any of our brethren, I make bold to say that teachers, at least as the master builders of the nation, should earnestly cherish and strive to live up to the ideals handed down to us by the hoary Rishis of Bharatvarsha and spread the message of peace and goodwill over the land and the world in general.

May the South India Teachers' Union prosper and prove helpful in the fulfilment of this holy task is my fervent and humble prayer.

P. A. SUBRAMANYA AIYAR Esq., Headmaster, Hindu High School, Triplicane, Madras.

It is with great pleasure that I recollect that I was among those that assisted in the formation of the Union 25 years ago. I was the Headmaster of the S. M. Hindu High School, Shiyali, and Mr. S. Shiva Rao, was the Headmaster of the Lutheran Mission High School at the same place when the circular letter of Mr. Theobald (who, I am glad to hear, is to attend the Conference and deliver the commemoration address) was received. Mr. Shiva Rao and I met and resolved to hold a joint session of the Teachers' Associations of both schools, and it was done. A set of suggestions were drawn up and approved and a member was deputed to proceed to Madras and place them before the meeting convened by Mr. Theobald. This gentleman was reported to have characterised our suggestions as excellent.

Later, as Secretary to the Union, I helped in the conduct of the Provincial Educational Conferences at Cuddalore, Salem and Palghat. I had also the honour of presiding at the Provincial Educational Conference held at Kumbakonam in 1922.

Nearly thirty years of teaching and headmastering have made me shed many enthusiasms and dispelled many bright hopes. But my faith in the future of education and the noble part which the teaching profession has to play remains yet undimmed. If, as Lord Bryce says, "Not population, not wealth, not military power; rather will history ask, what examples of lofty character and unselfish devotion to duty has a people given? What has it done to increase the volume of knowledge? What thoughts and what ideals of permanent value and unexhausted fertility has it bequeathed to mankind? What work has it produced in poetry, music and the other arts to be an unfailing source of enjoyment to posterity?", the duty of the teacher is obvious. And it behoves him reverently to pray for and earnestly strive to attain power and influence for good and use them to noble ends.

I wish the Conference and associated activities all success.

S. K. SUBRAHMANYA AIYAR Esq., M.A., L.T., Retired Principal, Maharaja's College, and President, Cochin Teachers' Association, Ernakulam.

I have great pleasure to convey my congratulations to the South India Teachers' Union on the occasion of the celebrations of its Silver Jubilee and my best wishes for its future prosperity.

During this period, the Union has done much to advance the cause of education in the presidency and to ameliorate the condition of the members of the teaching profession; but much more has yet to be achieved and this would be possible only if each and every teacher in the presidency enlists himself as a member thereof and the central and district associations work steadily, harmoniously and disinterestedly towards the attainment of the objects.

Let us hope that, in the years to come, with the help of Providence, the Union will make its influence felt in the counsels of the department and safeguard the interests of the profession as a whole.

K. S. VAKIL Esq., M.Ed., F.R.G.S., I.E.S., Educational Inspector, Dharwar, and President, Karnatak Teachers' Association, Dharwar.

I, as President of the Karnatak Teachers' Association, greet you and the South India Teachers' Union on this happy occasion of the Silver Jubilee of the Union and congratulate the Union on attaining the age of twenty-five years which entitles it to celebrate the Jubilee as the consummation of its long and useful career of work on behalf of teachers. So far as I am aware, your Union stands out as the only teachers' organisation in India that has attained to this proud position and has set an example to all other organisations in the country of what can be done for the benefit of teachers and education generally in each province by the united action of its leading teachers. I wish you success in the present Jubilee celebration and pray that you may live to celebrate the Golden and Diamond Jubilees of the Union in future.

V. SARANATHAN Esq., Principal, National College, Teppakulam, Trichinopoly.

In the S. I. T. U. as well as in each other sphere of our public life to-day, the one need is to lay in a stock of courage, love of our work and love of one another.

A. SUBBA RAO Esq., Secretary, Hindu High School, Triplicane, Madras.

I am glad to hear that the South India Teachers' Union is soon to celebrate its Silver Jubilee. I

wish the institution many more years of flourishing and beneficial existence.

G. VANDANAM Esq., Educational Officer, Corporation of Madras, Ripon Buildings, Park Town, Madras.

I am glad the South India Teachers' Union is celebrating this year its Silver Jubilee at Trichinopoly, a historic place. The great unifying work of the Union cannot fail to become more widely realised through such occasions as the one about to be held. It is with great pleasure that I offer my hearty and sincere well wishes for a most successful celebration which tends to the furtherance of interest among the teachers in matters of education.

Rao Bahadur R. KRISHNA RAO BHONSLE, M.R.A.S., I.S.O., Secretary to the Commissioner for Government Examinations, Madras, "Stone-Gift," Teynampet, Madras.

I wish all success to the Silver Jubilee celebrations of the South India Teachers' Union under the distinguished presidency of the Rt. Hon'ble V. S. Srinivasa Sastri, P.C., H.C., LL.D.

Rao Sahib Dr. V. RAMAKRISHNA RAO, M.A., L.T., Ph.D., Ex-Principal, Pittapur Rajah's College, Cocanada.

Hail, all-hail, to S. I. T. U., from the bottom of a faint yet feeling heart at this memorable meeting-point of thanks-offerings for the past and benedictions for the future!

Verily, the Holy Spirit of the Beatitudes hovers even now in the amplitude of its benignant wing over the five and twenty years happily gone by and the untold decades sweetly stepping in.

Blessed, of a truth, is the Union devoted to the sacred cause of genuine unity; for unto it belong alike the strength of solidarity, the vigour of vitality and the fellowship of fraternity.

Blessed is the Union imbued with the practical idealism that discerns in the sorriest of trades the noblest of professions; for so it merges the propagandist in the prophet.

Blessed is the Union which supplies a want which it has itself helped to awaken and supplies it in a manner never to be superseded and to an extent by no means liable ever to become superfluous; for thus it doubly blesseth itself and those whom it would serve.

Blessed is the Union identified with the educators of the nation; for they cannot for long be kept from coming to their own.

Blessed is the Union which has the honour to be recognised by many, itself representing vastly

many more, among the captains and custodians of culture; for they alone are the prime fountains of national enlightenment and progress.

Blessed is the Union founded as also build upon the stable rock of group-consciousness and guild-spirit in the citizens of the true commonwealth of letters; for theirs is no vicious communalism divorced from interests wide as the nation and imperative as the light that lighteth every man that cometh into the world.

Blessed is the Union which has cut out a ready channel of inter-communion, east and west and north and south, for mature experiences and nascent aspirations in the elect vineyard; for the votaries of wisdom shall wax strong in one another's strength.

Blessed is the Union which finds a voice, and that an authoritative, compelling voice, for a body of public benefactors content evermore by tradition and temperament to labour rather than clamour, to strive to deserve and care not to demand, and to yield up the place of honour rather than grasp at the palm of approbation; for they shall be rewarded openly by every one who seeth in secret.

Blessed is the Union constituted into an effective instrument to give the lead to the ideals, and point the direction for the energies, of our workers as well as to shape the key to the solution of the problems of their work; for thus it shall justify itself, its means and its end.

Blessed is the Union which fulfils the role of a true interpreter between the rulers and the ruled, the administration and the managements, the givers and the takers, employers and employees, parents and preceptors, teachers and taught; for unto it is assured the inward, unfailing satisfaction of unfolding the wrapped-up possibilities of the reign of law and the rule of light.

Blessed is the Union pledged to the exaltation of the profession into a calling, the sublimation of rights into duties and the transvaluation of secular routine into drudgery divine; for it loves to convert the school into a shrine and make a religion of education, the latter the ante-chamber to the former.

Blessed are the straggling yet slow-sure years of the first quarter-century with its varying vicissitudes and pregnant promises; for they from the guarantee of a full circle century of the sustained beneficence that is to be.

Blessed are the darings and doings of the past; for they shall be more than perfected in the dreams and deeds of the future.

Blessed, too, is the inspiration of the present auspicious Jubilee; for it shall bear rich fruit in enlightened interest accrued, in live sympathy widened, in strenuous co-operation deepened and in the devoutly wished for consummation approximated to from more to more.

P. S. G. RANGASWAMI NAIDU Esq., Manager and Correspondent, Sarvajana High School, Peelamedu.

As Manager of the Sarvajana High School and of P. S. G. & Sons' Charity Industrial Institute, Peelamedu, I deem it a rare honour and privilege to offer my sincere felicitations on the South India Teachers' Union's celebrations of its Silver Jubilee under the presidentship of the distinguished patriot and educationist the Rt. Hon'ble V. S. Srinivasa Sastri. I had the pleasure of meeting in my institution the delegates of the 22nd Provincial Educational Conference held at Coimbatore in May 1930, and observing the deliberations of the Union with keen interest. I venture to state that the educational work and life of our province during the last quarter of a century would be barren, dull, and mere departmental routine, but for the aspirations of the South India Teachers' Union to visualise the various aspects of education from the standpoints of not only teaching, but also of pupils, managers and parents and their exertions to mould the educational thought and policy of our province so as to create happy, healthy and useful citizens in the future. The Union has just touched the fringe of the work it has taken on hand and if it only brings about a happy harmony between the interest of the managements and teachers and the mutual understanding of each other's problems and difficulties it can exercise a potent influence over the decisions of Government and serve truly the cause of education.

Once again, on this auspicious day of the celebration of the Silver Jubilee, I wish the South India Teachers' Union all success and prosperity in the years to come.

MANORANJAN SENGUPTA Esq., Secretary, Bengal Teachers' Association, wires:—

I wish the Silver Jubilee celebrations success.

#### FELICITATIONS

Mr. N. S. Subba Rao, Director of Public Instruction in Mysore, in offering the felicitations of teachers in Mysore State said:—

Ladies and Gentlemen,—My first task is very simple, to offer this Union, on behalf of the Teachers of Mysore State, about 10,000 in number, very warm felicitations on the Silver Jubilee.

My second task is one of commiseration. Mr. Yegnanarayana Iyer has told us that the Union wants money. But the Chairman suggests something better. I hope in coming years, the Union will be getting monetary help from the various branches of the Union to make the nucleus of the funds. And the third task is to warn you that, as Mr. Avadhani said, we are elements of a nucleus of a Trade Union, and the Trade Union has got not merely the fighting function but also one of mutual insurance. The Chairman spoke of the very important task of the Benevolent Fund, and the teachers, as you know more than any other group of people, are improvident and are finding frequently that the expenditure is more than the income and finding it difficult to make both ends meet. And some kind of scheme of mutual help in the form of a Protection Fund is a most valuable one.

Mr. K. A. Nilakanta Sastriar said that teachers in India should be able to achieve the success which teachers in England had achieved.

Dr. J. H. Gray congratulated the Union on the way in which it dealt with educational questions.

Mr. S. K. Devasikhamani said that the first Teachers' Association in South India was started at Trichinopoly, and it was in the fitness of things that the Jubilee should be celebrated at Trichinopoly. The following then conveyed felicitations of various districts and associations:—Miss Vairamuthu (Kurnool); Messrs. N. Subrahmanya Ayyar (Geographical Association); C. Ranganatha Ayyangar (Anantapur); S. Srinivasan (Chittoor); A. K. Krishnaswamy Ayyar and T. Ramanuja Achariar (Madras); K. S. Subramania Ayyar (Chingleput); K. R. Venkatachella Iyer; N. Kalyanarama Ayyar (Tanjore); V. Saranathan (Trichinopoly); V. K. Rajagopalan (Pudukottah); Edwin Rajarathnam (Salem); Srinivasa Iyengar (Coimbatore); M. R. Rengaswami Iyengar (Madura); N. S. Venkatarama Iyer of Karaikudi and R. Panchapagesan of Tinnevely.

At the end of the meeting voluntary contributions were made by those assembled, some on behalf of themselves and others on behalf of their guilds and associations and a sum of about Rs. 200 was collected on the spot and about Rs. 300 was promised.

Mr. S. T. Ramanuja Iyengar, General Secretary of the Provincial Educational Conference, proposed a hearty vote of thanks to the Chair and to the President and Secretary of the S. I. T. U.

SOUTH INDIA TEACHERS' UNION  
SILVER JUBILEE FUND

	Rs.
Teachers' Association, Sivaswami Iyer's High School, Tirukattupalli	50 0 0
Teachers' Association, Hindu Theological High School, Madras	50 0 0
Trichinopoly District Teachers' Guild.	25 0 0
Tanjore District Teachers' Guild.	25 0 0
Madras Teachers' Guild.	50 0 0
Teachers' Association, E. L. M. F. School, Puraswalkam.	25 0 0
Madura District Teachers' Guild.	20 0 0
Salem District Teachers' Guild.	20 0 0
Tinnevely District Teachers' Guild.	20 0 0
Coimbatore District Teachers' Guild.	10 0 0
Teachers' Association, G. E. B. High School, Sankarankoil.	10 0 0
Teachers' Association, P. S. High School, Mylapore.	10 0 0
Lecturers' Association, National College, Trichy.	10 0 0
Mr. A. V. K. Menon.	10 0 0
The Rev. W. M. Theobald, Principal, Brecks Memorial School, Ootacamund.	10 0 0
Kurnool District Teachers' Guild.	5 0 0
Anantapur District Teachers' Guild.	5 0 0
Chittoor District Teachers' Guild.	5 0 0
Teachers' Association, G. H. M. School Shevapet.	5 0 0
Teachers' Association, Board High School, Melur.	5 0 0
Teachers' Association, Board High School, Namakal.	5 0 0
Teachers' Association, Thirthapathi High School, Ambasamudram.	5 0 0
Physical Education Teachers' Association.	5 0 0
Teachers' Association, Theosophical College, Madanapalli.	5 0 0
Teachers' Association, T. T. V. High School, Madras.	5 0 0
Geographical Association, Madras.	5 0 0
Teachers' Association, N. S. M. V. High School, Karaikudi.	5 0 0
Teachers' Association, Pachaippas High School, Chidambaram.	5 0 0
Teachers' Association, Islamiah High School, Melvisharam.	5 0 0
A teacher	1 0 0
S. Jagannadhan	1 0 0

ENGLISH TEACHERS' CONFERENCE

[A full report of the Conference will be published in the next issue of the Journal. We give below the resolutions that were passed at the Conference.—Ed. S. I. T.]

1. This Conference resolves that an Association of teachers of English in Schools and Colleges to be called the English Teachers' Association, be formed.

Moved from the Chair and carried.

2. This Conference resolves that this Association be affiliated to the South India Teachers' Union.

Moved from the Chair and passed.

3. This Conference is of opinion that the "Knowledge subjects" should be taught *only* through the medium of the vernacular as this must lead to the better teaching and study of English by improving the calibre of the pupils, by obviating the use of slipshod English for the study of subjects, and by enabling English being studied under specially favourable conditions of teaching.

Mover: Mr. S. T. Ramanuja Iyengar.

Mr. Saranathan suggested referring this resolution to the Provisional Committee which had been appointed, and his suggestion was carried.

4. This Conference urges attention being paid to the following points in the selection of textbooks for Secondary Schools:—

1. The putting together of reading lessons with special regard to the interest of the subject matter (whether Indian or foreign) for the Indian pupil and to his knowledge of the structure of the language in its everyday aspect.

2. The selection of passages from the simpler classics of prose literature, so as to illustrate the idiomatic and literary use of English in the several forms of composition—narrative, descriptive, expository, etc.

3. The provision of passages of a conversational and dramatic type, or parts of novels containing dialogue, for the special cultivation of conversational English.

4. The omission, except for general reading, of passages of an old-fashioned literary pattern (like the Bible, or Lamb's Tales) or of an eccentric cast (like Lavengro).

5. The provision of Non-detailed study, if any, solely as private study or library work, and not for purposes of examination.

6. The limited use of Poems and Poetical extracts to stimulate the imagination and the knowledge of English ways and English life as



pictured in poetry, but not for intensive study as language.

7. The desirability of prescribing the fewest possible text books, except in the highest classes.

Mover: Mr. A. Rama Aiyar; Seconder: Mr. V. Saranathan.

5. (a) This Conference urges that English should be taught only by teachers specially qualified by aptitude and training and with this view recommends the inclusion of English as one of the optional subjects for training in the Training School and Colleges, in addition to the present general training in the teaching of English prescribed for all.

Moved by: Mr. L. R. Natesa Aiyar, the Secretary.

Seconder: Mr. V. Saranathan.

The motion was lost.

(b) This Conference suggests the institution of an annual Refresher Course for teachers of English at several centres, on the lines of the present scheme of vacation lectures but in a more extended form, to be conducted by the University and the Department of Public Instruction.

Moved by: Mr. L. R. Natesa Aiyar, the Secretary.

Seconder: Mr. V. Saranathan.

Unanimously carried.

6. This Conference believes that as a preparation for the proper study of English, the pupils should first be well grounded in the study of the vernacular, which should be taught by the teachers specially qualified by their knowledge of the latest methods of language teaching as well as their mastery of the vernacular combined with an adequate knowledge of English.

Moved by: Mr. L. R. Natesa Aiyar, the Secretary.

Seconder: Mr. P. P. Venkatachalam of Malabar.

Unanimously carried.

The Secretary proposed a hearty vote of thanks to the Chair.

## BUSINESS MEETING OF THE S. I. T. U.

The Annual Business Meeting of the South India Teachers' Union was held on 18th May, 1933, at 3-30 p.m., in the Lawley Hall, St. Joseph's College, Trichinopoly, with Mr. S. K. Yegnanarayana Iyer, the President, in the Chair.

The Annual Report for the year was placed before the meeting for general discussion.

1. Mr. G. Srinivasachari moved and Mr. S. T. Ramanuja Iyengar seconded that the Report be adopted.

Mr. M. M. Balakrishna Iyer, in supporting the adoption of the Report, surveyed the need for propaganda amongst the Members of the Legislative Council and urged upon the S. I. T. U. to create a propaganda Fund and to work in conjunction with each local Teachers' Guild for purposes of local propaganda.

Mr. C. Ranganatha Iyengar of Gooty raised the question of bringing the resolution of the Conference to the notice of the concerned authorities.

Mr. M. S. Sabesan, Secretary of the S. I. T. U. in replying to the points raised, pointed out that action was taken by the Working Committee regarding the resolutions passed in the Conferences. He suggested the desirability of affiliated Guilds concentrating upon a definite programme of work for the year and collecting the necessary funds for purposes of propaganda. He assured the members that the S. I. T. U. Executive would give wide publicity to the activities of the various Guilds, regarding the work of the Committees. He pointed out that the activities of these Committees were embodied in the Annual Report published.

The Report was unanimously adopted.

2. Discussion over resolution brought by the Working Committee then began. It was agreed to raise the delegation fee from As. 4 to As. 8, with effect from the new year; As. 4 forming part of the Funds of the Reception Committee and the balance forming part of the funds of the S. I. T. U.

3. It was resolved to modify the rule relating to the affiliation fee as under. The affiliation fee for a Teachers' Association attached to a High School shall be Rs. 2, and Re. 1 for a Teachers' Association attached to a Middle or Elementary School, and that of a Guild shall be at the above rates subject to a minimum of Rs. 15.

4. Election of office bearers:—

M.R.Ry. S. K. Yegnanarayana Iyer was re-elected as President of the S. I. T. U.

Mr. M. S. Sabesan, as Secretary;

Mr. M. J. Sargunam, as Joint Secretary; and

Mr. T. P. Srinivasa Varadan, as Treasurer.

5. The names of the Executive Members from the Districts were read out:—

Mr. S. T. Ramanuja Iyengar made a statement about the Erode case, and pleaded for adequate financial aid to conduct the case in the interests both of the teachers and of the bigger problems of tenure of teachers. He reported that the case had been adjourned to 29th June.

Members of the Vigilance Committee were then elected:—

M.R.Ry. S. K. Yegnanarayana Iyer Avl.;

" M. S. Sabhesan;

" V. Guruswamy Sastri;

- „ V. Saranatha Iyengar; and  
 „ S. T. Ramanuja Iyengar;

were elected as Members of the Committee with Mr. S. T. Ramanuja Iyengar as Secretary.

6. Mr. S. Natarajan made a statement about the S. I. T. U. Year Book and its progress. He appealed for the supply of authentic information about the schools and teachers and for co-operation in the disposing of the copies of the Silver Jubilee Souvenir and the Year Book.

#### 7. Propaganda Committee:—

A resolution was moved for the appointment of a Standing Propaganda Committee from among the teachers and from among the M. L. C's in order to carry out general propaganda about the work of the S. I. T. U. and in particular about the Bill to be introduced in the Madras Legislative Council. It was decided to leave the matter to the Working Committee to do the needful, and it was settled that the Working Committee with local District Propaganda Committees could carry on the work of propaganda with local M.L.C.'s in each District area.

8. The auditors of the previous year were re-elected.

9. The President in conclusion outlined the programme of work for the year and assured the house that the Executive would concentrate on

- (1) the Service Conditions Bill;
- (2) the raising of the Silver Jubilee Fund;
- (3) bringing in of Elementary Teachers into the fold of the S. I. T. U.

10. In response to the President's appeal and suggestion that teachers might take recurring deposits in the Madras Teachers' Guild for Rs. 50 or Rs. 25 by making periodical payments, the follow-

ing gentlemen announced their willingness to contribute to the Silver Jubilee Fund through recurring deposits in the Madras Teachers' Guild:—

Mr. S. T. Ramanuja Iyengar	..	50	0	0
„ S. K. Yegnanarayana Iyer	..	50	0	0
„ A. K. Sitarاما Iyer	..	50	0	0
„ C. Ranganatha Iyengar	..	50	0	0
„ T. Ramanujachari	..	25	0	0
„ M. S. Sabhesan	..	50	0	0
„ M. G. Venkatarama Iyer	..	25	0	0
„ V. G. Subba Iyer	..	25	0	0
„ M. N. Seshadri Sarma	..	25	0	0
„ M. K. Ramamurthy	..	25	0	0
„ S. Natarajan	..	50	0	0
„ V. T. Subbiah	..	50	0	0
„ L. N. Subramanyam	..	50	0	0
„ K. S. Nanjunda Iyer	..	50	0	0

With the usual vote of thanks the meeting terminated.

Immediately after, the executive committee met and elected the ordinary members of the working committee and journal committee respectively. The following are the members of the respective committees:—

#### Working Committee.

Messrs. E. H. Parameswaran,  
 S. T. Ramanuja Iyengar,  
 K. S. Chengalroyan Iyer,  
 P. P. Venkatachalam,  
 S. Srinivasan.

#### Journal Committee.

Messrs. S. K. Yegnanarayana Iyer,  
 M. S. Sabhesan,  
 A. S. Venkatraman,  
 G. Srinivasachary,  
 S. Natarajan, (Secretary.)

## SILVER JUBILEE FUND.

The following further contribution have been now received:—

	RS.	A.	P.
Mr. J. P. Cotelingam M.A. Bellary ...	25	0	0
Mr. P. A. Subramanya Iyer, B.A. L.T., Headmaster Hindu High School Triplicane, Madras ...	2	0	0

## THE S. I. T. U. PROTECTION FUND

Resolutions passed at the Extraordinary meeting of the General body held at Trichinopoly on 17-5-'33.

1. Resolved that in the case of an existing member who takes two or more units, and who may find it difficult to make payments according to resolutions No. 3 passed at the Extraordinary meeting of the General Body held on 26-2-'33, the proportionate amount due as monthly call from him for his past membership be treated as being due on the day the new rules come into force; and that the amount be treated as a special loan to that member carrying simple interest at  $\frac{3}{4}$  pie per rupee per month, the interest being payable yearly, provided that he abides by the subsidiary bye-laws framed by the Board for this purpose.

2. In view of the representations received from some of the members, it is hereby resolved that such of those members who send their withdrawal applications before the 15th of June 1933 under the transitory rule under Rule 10, and who make a request in writing so as to reach the secretary of the Fund on or before the 30th of June 1933 that such withdrawal applications be treated as cancelled, be permitted to continue as members of the Fund, notwithstanding anything to the contrary contained in the rules, without prejudice to their rights and privileges of the membership of the Fund, provided that all the prescribed dues be paid.

3. Resolved that it shall be competent for the Board of Management to take all possible steps in consultation with an expert, to have the withdrawal benefit (including bonuses if any) in the case of members whose names are on the rolls on 1-7-1933 and who retire finally from the teaching profession to the satisfaction of the Board of Management of the Fund, to be not less than the total amount of the Annual Subscription, Annual Contribution, Registration Fee, and Call money paid by such members.

4. Resolved that the General Body approves the action of the Board of Management in sanctioning an amount of Rs. 100 towards the Silver Jubilee Fund of the South India Teachers' Union.

5. Resolved that as an alternative to the transitory rule under Rule 10, in the case of members who withdraw from the Fund before the 1st of July 1933, the entire call amount together with any bonus to which they may be entitled on the 31st December 1932 shall be paid, provided that the member concerned is willing, to receive the amount at the time of retirement from the profession, or that the amount be paid to his nominee at his death if earlier, and provided that the intimation of such an intention of the member reaches the secretary of the Fund before the 1st of July 1933.

Triplicane,  
31-5-1933.

R. RAMAKRISHNAN,  
*Hon. Secretary.*

### ANNOUNCEMENT

Applicants on the waiting list and others concerned, are hereby informed that new admissions into the Fund up to any number will be made from the 1st of July 1933. According to the new rules in force, every applicant between 30 and 40 years of age will have to pay at the time of admission, in addition to the Entrance fee of Rs. 4, an additional Registration fee of Re. 1 for every year or part of the year between 30 and 40 years of Age.

If the amount cannot be paid in one instalment, it can be paid in monthly instalments of not less than Rupee one. But the applicant will be entitled to the benefits of the membership of the Fund only from the date of completely paying the amount, and after due admission.

Triplicane,  
6th June 1933.

R. RAMAKRISHNAN,  
*Hon. Secretary.*

## EDITORIAL

### TRICHY CONFERENCE

#### GENERAL

This year's Conference, held at Trichinopoly, was of more than usual importance because it synchronised with the celebration of the Silver Jubilee of the S. I. T. U. There was a fear that Trichinopoly in the middle of May would be unbearably hot. But the weather became exceptionally nice and cool because of the occasional showers and all the delegates that mustered strong enjoyed their stay at Trichinopoly.

The attendance of representatives from various districts was the largest on record—the number of delegates being 700. In this connection it may not be out of place if we draw the attention of our readers to the fact that some of the Madras schools have been pleased to sanction some allowance to the delegates attending the Conference—an example which other schools will do well to copy. It is due to the organisers to say that the boarding and lodging arrangements were excellent but it was somewhat unfortunate that the vast number of delegates could not be accommodated in one and the same place but had to be lodged in two or three buildings and the meetings themselves had to be held in certain other buildings. This deprived the delegates of the opportunity of coming into intimate contact with each other. The Pundits' Conference, Geographical Conference, Physical Instructors' Conference, English Teachers' Conference and last but not the least Hindi Conference were in some cases held simultaneously with each other. It is hoped that at the next Conference the main business of the Con-

ference would not be allowed to be crowded out by such sectional Conferences independent of the S. I. T. U. That drama would be considered badly constructed wherein the bye-plots obscure the development of the main plot and organisers of the Conference would do well to remember this fundamental artistic principle.

#### ADDRESS OF WELCOME

Mr. V. Saranathan, M.A., L.T., Principal, National College, Trichinopoly and President of the District Teachers' Guild, Trichinopoly, who in his capacity as the Chairman of the Reception Committee welcomed the delegates assembled, made a short speech laying emphasis upon one or two points. Mr. Saranathan deserves to be congratulated upon his successfully resisting any temptation to survey the whole field of education and offer remarks, anticipating the Presidential Address. The one point stressed by Mr. Saranathan was that while we should spare no attempt to strengthen our organisation, district organisations as well as provincial ones, we should have at the same time more courage, love of character, love of our work and love of one another. He was of opinion that "some prudence in his domestic arrangements, some enlightenment and courage in the bringing up of his family, together with a wholesome attitude in social matters and a certain simplicity of mind which goes with these, will help anyone to obtain a moderate success in life and some measure of happiness, without dependence on other people." He also pleaded for "an esoteric or inner circle of the S. I. T. U., dreaming, planning and acting for the advancement of the communal

life and of the moral education of our people in all ways."

The address was short, effective and appealing.

### PRESIDENTIAL ADDRESS

It is a happy augury of times that the Director of Public Instruction in the neighbouring enlightened State of Mysore should be chosen by the teachers of Madras to preside over their annual Conference. In the two fields of co-operation and education the States and the Provinces have been long co-operating together, as the existence of the All-India Federation of Teachers' Association and the All-India Co-operative Institutes' Association would testify. Mr. Subba Rao is not only one of the finest products of the Madras University but has had the advantage of Cambridge education and to his long experience as teacher, he has added invaluable experience as administrator. So his opinions on education problems carry great weight with them.

After dealing with education in a general way stating that formal education is losing its importance, as so many other educational agencies are now in existence and after giving his opinion that the problem of educational reconstruction is getting complicated by the fact that on the eve of great changes in education, the whole world has been plunged into a depth of economic depression, he dealt with the main problem of Indian education, the master idea of his address, namely, the lack of adjustment with the economic framework of Indian Society. He pointed out how in the elementary stage there is a good deal of wastage. Even if all these early struggles are over, the man who comes out of the University is not wanted by the Society and the sorry spectacle of unemployment among the educated men is a peculiar phase of our economic life at present. In diagnosing the causes for this tragic state

of affairs he enumerated the imparting of instruction in many schools through the medium of a foreign language, predominance of University over Secondary education, the absence of diversity of courses to suit diversity of tastes and talents as the chief ones and suggested that University may give the lead in the matter of starting diversified courses of studies by granting diplomas in those subjects which are prescribed for school study. Going deeper into the question he attributed the present unfortunate position to the national placidity or lack of initiative, a defect which the Linlithgow Commission pointed out as being the root cause of Indian economic evil. Mr. Subba Rao suggested that the educated young men may settle in villages and attempt rural reconstruction work in all its manifold aspects, accepting not large payments, but living wages, perhaps in kind. His valuable suggestion is worth being tried in select areas.

He also put in an emphatic plea for better physical education, including within its scope medical inspection and dietetics and advocated the introduction of courses in fine arts in schools and colleges. Coming as he does from the enlightened Mysore State, we are not surprised to note that he advocates complete freedom to women to compete with men in any field to which they may find themselves equal possessing the required talents and equipments.

Another suggestion of his which requires careful consideration by politicians and educationists is that there should be an All-India Department of Education with definite advisory functions; as otherwise, education, being a transferred subject, will tend to run into narrow grooves and channels. It is interesting to note that the head of the Educational Department of Mysore is not a believer in brick and mortar and mere material equipment. He concluded his masterly address with an eloquent plea for the teacher and said that his economic posi-

tion must be placed beyond necessity, that his position should be such as is consistent with self-respect and exercise of initiative, that the public should be made to realise the sacredness of the teachers' vocation and above all the freedom of speech of the teacher should be maintained in all its integrity.

We heartily echo his sentiment that in the eternal struggle between stability and change, the attitude of the teacher should neither be one of blind conservatism nor rash advocacy of change for the sake of change. But if he be compelled to choose he may throw his weight on the side of liberal reform, because as Mr. Subba Rao himself has said in another portion of his address, in this country of ours "there is far too much placidity, indifference and even callousness in regard to the glaring evils in the society."

We will be failing in our duty to ourselves and to Mr. Subba Rao if we do not make a confession that we missed in his masterly address a reference to what may be broadly called the problem of nationalisation of Indian education. Mr. Subba Rao himself has stated that the system of English education in India is exotic, and introduced into the land by Lord Macaulay supported by Ram Mohan Roy and gradually acclimatised in the following years. Many great minds in India have been feeling that acclimatisation is not complete and that there is need for re-orientation and a strong necessity for nationalising the whole machinery and aims and ideals of education. Master minds like Dr. Beasant, Dr. Rabin-dranath Tagore, Pandit Madan Mohan Malaviya and Mahatma Gandhi have been devoting their attention to this great problem. We naturally expected from an educationist of outstanding merit like Mr. Subba Rao a reference to this important problem, but we were disappointed. In all other respects his address as was to be expected is

a masterly one, lucid and clear in its expression and full of suggestive thoughts.

We offer our hearty felicitations to Mr. Subba Rao and congratulate the authorities of the Provincial Educational Conference for having been able to secure the services of such an eminent educationist.

## RESOLUTIONS

Coming close upon the rumour that a revision of the S. S. L. C. scheme is being contemplated, the Conference naturally devoted a good part of its attention to the question of the revision of the S. S. L. C. in particular and generally to the unsatisfactory condition of Secondary education in our province. An urgent resolution of the Working Committee expressing strong disapproval of the contemplated revision of the scheme and regretting the recent circular of the Director of Public Instruction to the effect that no book will be prescribed for non-detailed study in English for the S. S. L. C. Examination 1936, raised a lively discussion in the Subjects Committee, and in the open Conference, where for over two hours, speaker after speaker denounced any attempt at taking away from the course the knowledge subjects: History, Geography and Elementary Science. Mr. V. Saranathan, M.A., Principal, National College, Trichinopoly and Chairman of the Reception Committee, led the opposition and in a long speech put the case for the deletion of these subjects. He said that without two optionals, the pupils could not with advantage take to University studies, and that Science, Geography and History were badly taught in schools. It seems Mr. Saranathan was only trying to find arguments for a bad case and that he was himself unconvinced of what he was saying. But one good purpose was served. He provoked the audience and speaker after speaker came on the rostrum and showed how necessary and important it was to include in the curriculum of Secondary schools the

knowledge subjects and what would be the consequences if we should make of our High schools so many preparatory classes for University studies. In a forceful and neat speech Mr. K. A. Nilakanta Sastri exhorted the Conference to express definitely their disapproval of the proposed changes and said that if the S. S. L. C. holder under the present scheme was not fit to commence University studies, it was the business of the University to take the candidate from where he is. By an overwhelming majority the Conference passed this resolution and it is hoped that the authorities would not rush with the contemplated revision in the face of such an emphatic expression of opinion by the only body most competent to speak on the subject.

It should not be taken that teachers approve of the present condition of Secondary education in our province. Resolutions 4, 5, 6 and 7 clearly indicate how distressingly dissatisfied teachers are with the present condition of Secondary education. That the service conditions of teachers in non-Government Secondary schools, are not what they should be is known to all and teachers feel that their position could be safeguarded only by an Act of the Legislature and hence they have framed a draft Bill—the Magna Charta of teachers as one delegate aptly characterised it—and it will be the work of the Union for this year to get this Bill into the floor of the Legislative Council. Teachers are often accused that in their Conferences they merely cry for more “bread”. That cannot be said of the Trichy Conference. For in spite of the very serious financial depression and its very disquieting effects on teachers, the delegates considered the question from the point of view of the management and the educational reformer. A modest resolution requesting Government to make clear the “Working of the principles on which the allotments of teaching grants

are made and to show clearly the portions of the grant relating to ‘Teaching’ and ‘Compensation’ under rules 32 and 92 respectively,” was passed unanimously. The Department will be doing a real service if it should accede to the request of the Conference and show to the managements that no mystery surrounds their calculation regarding grants to schools.

Many of the other resolutions passed at the Conference have become now hardy annuals. We are unable to understand what difficulty Government has to face in conceding to the request of teachers in aided schools “for permission to use their money in their Provident Fund deposits to pay insurance premia,” or in their other request, viz., to pay chief superintendents for S. S. L. C. Examination the honorarium that was paid them some years ago. The last report of the Commissioner for Government Examinations has not disclosed any fall in receipts and we feel that there is no need to economise in this respect. Service done should be paid for and it is an unfair advantage which the Department takes when it compels Headmasters to be chief superintendents and refuses to pay them for their services, and openly shows its distrust of their honesty by not giving them the custody of question papers.

#### SILVER JUBILEE

The Silver Jubilee celebration was conducted in the afternoon on the second day of the Conference session and it was presided over, in the unavoidable absence of Right Hon'ble V. S. Srinivasa Sastriar who was prevented from attending owing to a domestic calamity, by Mr. Theobald, the first Secretary of the S. I. T. U. The celebration of the Silver Jubilee itself was responsible for the discovery of Mr. Theobald. Though he started the S. I. T. U. yet he lost touch with it and has been all these 25 years in India without knowing how the S. I. T. U. was getting on. But recently



our circular about the Directory, which was addressed to all schools opened his eyes and he made an enquiry whether the S. I. T. U. we were talking of was the same institution which was founded by himself and others in 1908. The management of the S. I. T. U. was overjoyed at this discovery and invited Mr. Theobald to come and deliver the Jubilee address.

He spoke *ex tempore* and the speech was forcible and effective, because it was absolutely sincere. He sounded a note of warning against possible dissensions and asked teachers of all ranks to be united. His valuable suggestion about the presentation of a purse on the occasion of the annual celebration was immediately acted upon. There was a ready response and representatives of various teachers' associations assembled vied with each other in presenting a purse, small and large to the Silver Jubilee Fund.

There was a collection of Rs. 500 on the spot. We are extremely grateful to Mr. Theobald for his kindness in coming all the way from Ooty to Trichinopoly and for his valuable and inspiring address.

#### ANNUAL MEETING

The annual meeting of the S. I. T. U. which was held on the 4th day retained the same enthusiasm as was displayed on the second day. It was suggested and the example of some members who made contribution to the Madras Teachers' Guild Building Fund was cited as illustration that members might contribute one rupee a month for 45 months in any recognized co-operative society and then at the end of the 46th month send a consolidated sum of Rs. 50. The suggestion was immediately

accepted. A number of people announced their intention to contribute Rs. 50 and their names are published elsewhere. But for this incident, the meeting was somewhat tame and eventless. The same office-bearers were re-elected so as to give them a chance of implementing the resolutions passed at the Conference.

#### THE WORK BEFORE US

Mr. Subba Rao in his concluding address suggested that instead of a crowded programme covering the whole field of education, we may take up for consideration on each annual session two or three important topics, invite papers upon these and publish them sufficiently in advance, so that intelligent discussion may take place and some suitable resolutions framed upon them. We may take it that though many resolutions were passed, the most outstanding amongst them were those relating to the introduction of a bill, the S. S. L. C. scheme and Elementary education. It is hoped that the authorities of the S. I. T. U. will in the year to come concentrate their attention upon these topics, viz., the inclusion of Elementary teachers within the fold, taking steps for the introduction of the Bill in the local legislature and maintaining the *status quo* in the S. S. L. C. scheme together with the collection of amounts for the Silver Jubilee Fund. These are four definite items of work ahead of us and if we achieve moderate success in all these four at the end of the year, we may congratulate ourselves. In this the Working Committee of the S. I. T. U. and its Executive look forward with hope to the fullest co-operation on the part of all teachers in the province.